

# Child Welfare Magazine

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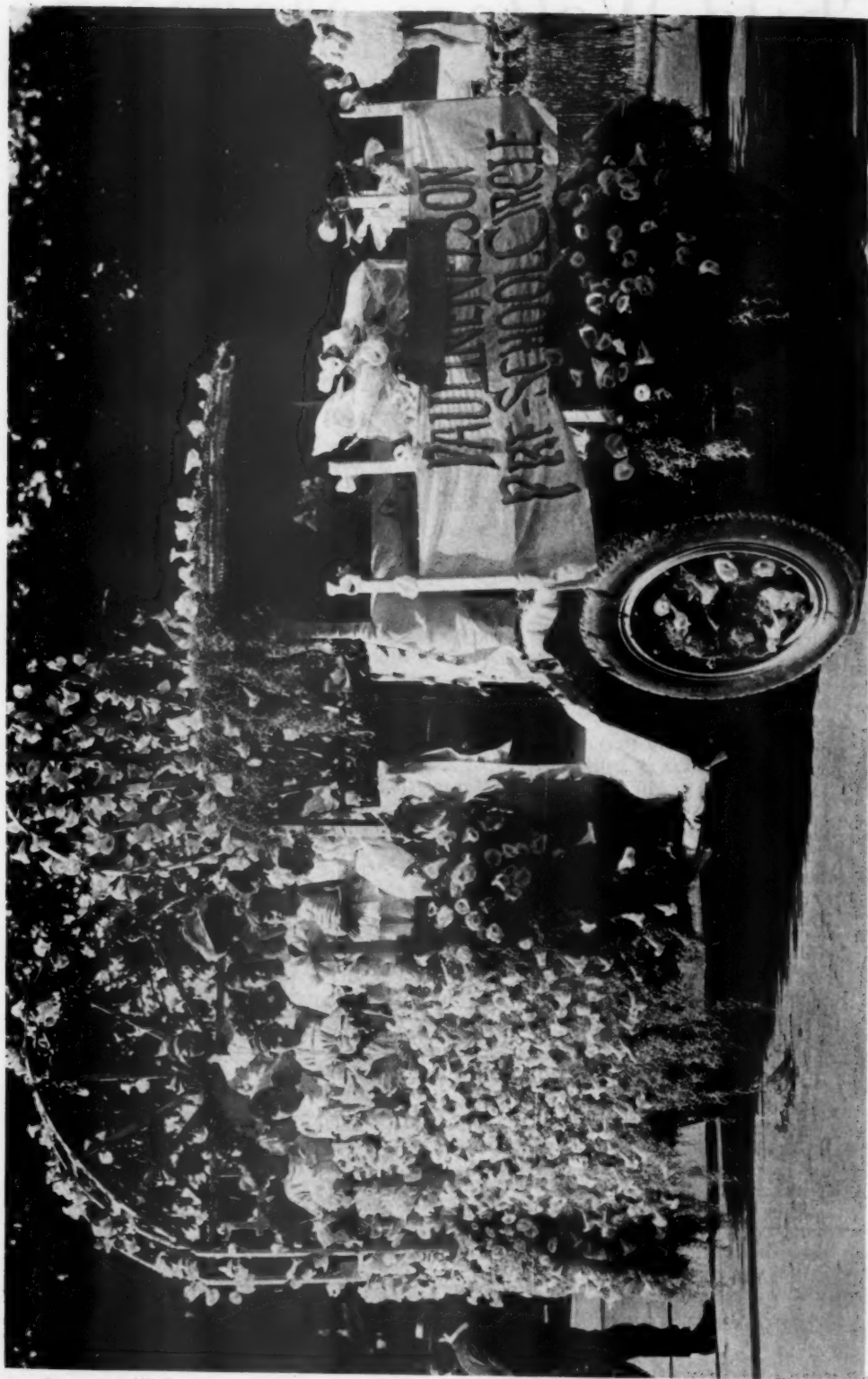
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*The Blue-Ribbon Float, San Antonio, Texas. (See page 101)*

# Teachers' Day

BY MARGARETTA WILLIS REEVE

*A million parents salute the teachers of America and  
pledge to them their faith, their friendship and their  
loyalty on Teachers' Day.*

FOR more than a quarter of a century the National Congress of Parents and Teachers has been drawing closer together the two great forces in education—the parent and the teacher, the home and the school. Starting as strangers—and too often even as enemies—the passing of the years has brought first acquaintance and then friendship based on better understanding and mutual interests.

The separation between layman and expert has been wide. The first rush across the bridge built by the parent-teacher movement took on somewhat the nature of an invasion. Ignorance of the school system, of educational requirements and the demands of a most exacting profession, resulted inevitably in blunders, errors of judgment, and frequently in positive aggression, which were met with indifference, resentment or active opposition. But through experience came enlightenment; from contact developed confidence and mutual respect, and today hundreds of thousands of men and women, who have subscribed to the standards and methods of a vast national organization have united in a program which brings to each the support and co-operation of the other. Home and school are one as to objectives, and the long road to the attainment of them should thus be shortened by many a weary mile.

This development of respect, esteem, friendship has found its expression in the inauguration of the nation-wide observance of *Teachers' Day*, on which the citizen members of the National Congress of Parents and Teachers call upon the community at large to honor those men and

women who, with vision, training and self-sacrificing devotion, are making such a magnificent contribution to civic welfare through the teaching of our youth in the schools and colleges of our nation. From the Arizona Branch of the National Congress came the inspiring idea, which was welcomed with enthusiasm by its forty-eight other state units from the Atlantic seaboard to the distant islands of the Territory of Hawaii.

Education Week mounts through its various stages to the climax of "For God and Country" Day, and it has been deemed not unfitting to further dedicate that day to those who in such large measure are preparing the children for that double service. From the life of the Great Teacher and from the careers of those who have taught their fellow men the beauty of true patriotism—*living* for their country—may be drawn mighty lessons on the power of example and precept when they go hand in hand, on the opportunity which has been offered and accepted, to build conduct and character in the schoolroom as surely as in the church or in the home.

On this day should be shown not only the public acknowledgment of our debt to our teachers but also the personal appreciation which cheers the burdened spirit or gives to the strong-hearted renewed courage and zeal. Homes should be opened—hearts as well—in friendliness, and from this closer contact there will come a new relationship which will carry education back into the earliest years as well as forward into the life which follows school and brings the new citizen to meet his obligations.

# Points on Child Behavior

BY LAWSON G. LOWREY, M.D.

*Director, Child Guidance Clinic, No. 2, National  
Committee for Mental Hygiene*

## Pertinent Points for Parents

1. *Do I cause my child to be nervous?*
2. *Do I cause my child to disobey?*
3. *Do I cause my child to have temper tantrums?*
4. *Do I cause my child to be dishonest?*
5. *Do I frighten my child so he becomes timid and fearful?*

**M**OST parents would promptly answer "no" to all the above questions and would resent the implications contained in them. Yet child-guidance clinics and physicians and psychologists who make a special study of behavior problems in children are constantly encountering situations in which parents are clearly responsible for just such reactions in children. Of course, no intelligent and thoughtful parent deliberately sets out to do such

things, but even the most intelligent often do not consider all the angles of the problem involved in the relationships of parent and child. The result is that the parent is all too frequently the direct cause of distressing behavior in the child.

In this and following papers, remedies as well as preventive methods are discussed; but one should remember that it is easier to prevent the development of unhealthy behavior than it is to correct it.

### I

## Do I Cause My Child to Be Nervous?

*By: Being nervous myself?*

*Telling him about it so I may have his sympathy?*

*Constantly reminding him how nervous he is?*

*Telling other people in his presence how nervous and queer and odd he is?*

*Worrying over his health and habits?*

*Worrying him with my worries over him?*

*Coddling him physically and mentally?*

*Denying him independence of thought and action?*

*Expecting too much from him and driving him all the time?*



## If You Think Your Child is Nervous, First be Sure of Yourself

**F**ROM early infancy some children are "nervous." They are fussy, irritable babies; delicate, sensitive, easily upset children; they become easily flustered, excitable adults. Such children demand the utmost in placidity and patience from their parents.

Most "nervous" children are, however, the product of the management given them. Their parents do some or all of the things listed above. Nervous parents expect, and so cause, nervous children. They constantly remind the child of this. In their own nervousness they set an example, and it usually is imitated. They communicate their worries to the child, who increases them many

fold. They cannot permit the child to lead a life of his own, and either push him to the extreme limit, or do all the thinking for him.

Cultivate calmness. Do not fuss at the child. Give him peace; an opportunity to do things and learn for himself. Use your common sense; recall your own childhood; be patient and kind. Settle your worries in some other way than by passing them on to the child. Know your child; his interests and capacities; his weaknesses and strong points. Above all, be yourself as calm and peaceful as you can. If you have any of the habits or attitudes listed above, change them.

## The Pauline Nelson, Pre-School Circle

BY MRS. L. E. MONNGER

**W**HEN we first started our work it was very hard to get parents interested, but the president of the Parent-Teacher Association and the principal of the school did everything to help us to keep our circle in the lead. All the parent-teacher members became members of the pre-school circle, for we told them that ours was the preparatory school for future parent-teacher association mothers.

Our meetings are always enjoyed, for we have round-table discussions, and questions are asked and answered. Problems that are hard to meet alone are so often easily solved by the group.

In the spring I dreamed of putting on a float in the annual Fiesta which takes place in our city, with thousands participating, and we straightway made the dream come true. We hoped for the co-operation of the three other circles but as they were not interested, we went on alone. The school children were glad to make the flowers, and the teachers, the principal and the president of the parent-teacher association all

helped to plan and decorate our float, which was carried out in the colors blue and white.

The state chairman, Mrs. Henderson, had a sign made with the slogan, "Know the Child," a kindly lumberman lent us a great truck and the central idea was taken from Sir Joshua Reynolds' painting, "The Age of Innocence." Fifteen little pre-school children were on the float, the girls in blue, the boys in white, and the first grade teacher was in charge. The flowers were blue and white morning glories, typifying the morning of life.

Can you imagine our joy when we carried off the blue ribbon?

At that time very few seemed to know what we stood for. When the Fair Association asked what we did, I told them we were making 100 per cent boys and girls for tomorrow. Since that April day we have twenty circles, all doing wonderful work, and we are planning to do twice as much in the coming year.

## *The Summer Round-Up*



*Waiting for the Examination Clinic  
Training School Parent-Teacher Association, Commerce, Texas*

Typical of the hearty endorsement and encouragement received from health workers and educators is the following letter from Seattle:

Seattle, Washington  
September 21, 1927

Mrs. W. E. Lance, Campaign Chairman,  
8225 Fifth Avenue, N. E.,  
Seattle, Washington.

MY DEAR MRS. LANCE:

This is a letter of congratulation for the splendid work done by you and your co-workers in presenting these pre-school children of the Fairview School district for examination.

It was found upon a re-examination at the opening of school that of the 52 children in the first year class 30 were newcomers to the district and did not enter into the original examination in May. Of the 22 which were examined at that time all the defects have been corrected by being under proper medical or dental care. This hundred per cent showing is a wonderful achievement.

For ten years I have done my best to bring about the examination of the pre-school children all over the city but with little success. Now that the National Parent-Teachers' Organization has taken hold of the subject I feel the success of the movement is assured.

With very best wishes for the future, believe me,

Sincerely yours,

IRA C. BROWN, M.D.,  
School Medical Inspector,  
Seattle Public Schools.

# Unconscious Educators

*The People Who Have Helped Me Bring Up My Children*

BY LYDIA LION ROBERTS

WE speak of the necessity of bringing up children in a proper home atmosphere and we feel that the parents' influence has the most important effect on the children's characters, but this is not the whole story. All parents, whether they wish it or not, are helped or hindered in their great task by the people outside the home with whom the children come in contact. Let the parents carefully observe the reactions of the boy or girl toward the teacher, the comrade, the older friend and the intimate guest. The wrong person may be a harmful influence on the children and upset the mother's careful plans, but the right person often is the aid she needs to uphold her ideals and emphasize the ethics of daily living.

In looking back over the training and education of our two boys I can see the decided influence of several people on their lives. Many times when I have sensed a crisis, a turning point in their characters, it has been someone outside the home who has helped them past the critical moment and showed them the sign post which read, "Turn to the right."

As a mother who has always tried to be "one thought ahead" of her children, who has seen and felt the various changes in their lives and has earnestly worked and prayed for the best and finest to be uppermost in their natures, I feel deeply grateful to these people who have left their impress on my sons.

A TEACHER of the seventh grade made perhaps the first deep impression on the boys. The older lad had been a bit unstable and restless, but here he began to "steady down" and I noticed a real interest in his studies and an effort to please. When the younger boy went into the same room, he who had been shy and retiring began to un-

fold and his mind awakened to his own possibilities. The teacher was a charming young woman whom it was a pleasure to know. She was kind and gracious, exceedingly pretty, with plenty of poise and dignity so that no pupil took advantage of her, yet naturally full of fun and good nature. Her lessons were interesting and the pupils learned eagerly and quickly. Merely a pretty face does not impress boys at that age unless character and brains are behind it, but the combination in this case made a teacher and a schoolroom which brought out the best in the children.

IN the High School the boys came under the influence of a man who has my highest respect and gratitude. He was a teacher of mathematics, keen, kindly and fair, with a high standard for class work and no intention of allowing the boys to fall below that standard. In schoolboy language I heard the boys' admiration and wonder expressed month by month.

"Gee, he's a crackerjack of a teacher!"

"Wish all teachers were like him."

"Say, no one puts anything over on him. Believe *me*, there's no fooling in *his* room."

"If all lessons were as interesting as his we'd never mind going to school."

"He's the squarest fellow in town."

Watching his influence on the boys I saw their studies improve, their ideal of a man mount steadily higher, and their purpose and concentration deepen.

In the same school the boys had a woman teacher of French who was soft-voiced, calm and pleasant and who speedily reduced them to awed admiration.

"There's something different about her," puzzled the older boy. "She doesn't even have to keep order, because no one thinks of getting *out* of order in her room."

Her face was one of the loveliest mother-

faces I have ever seen. It was not a young beauty she possessed, but the serene loveliness of a mature woman, ruling herself and others by the force of a rich, harmonious personality. Her students climbed steadily in their studies for she always demanded their utmost. She never hesitated to speak clearly but fairly of the slightest letting down in effort, but her kindly humorous smile held no sting; she merely expected and received the best work and finest efforts of all in the class. Wouldn't any mother be thankful for the coming of a woman like that into her boys' lives, especially at the time when the boys were awakening to the power of feminine influence?

**A**T a time when the older boy seemed in doubt as to whether the church held anything worth while for him, there came along a young man a few years his senior who was intensely alive, athletic, full of fun, who soon became a leader among the young folks and who led straight to the church. He planned merry times, he was everywhere in the church meetings, working and teaching, and soon the church was humming with young life. My elder son followed eagerly and became one of the young man's closest friends, easily entering into the life of the young crowd. Thus his amusements and recreations were safely provided for, much to my relief and his advantage, principally because of his contact with this one young man. Parents cannot do it all, but they can seize upon and encourage the influences which help, and this mother is not ashamed to acknowledge a debt of gratitude to that young, strong personality.

**A** MAN Sunday School teacher and a leader in the Boy Scouts came into the younger boy's life about the same time and provided him with the interests which he needed. The teacher needed his help with the class and the boy became interested in his Sunday School and in work with the other boys. The Scout-master urged him to help in the Scout movement and soon the boy's recreations centered around the Scouts and their splendid program. He became the

"right hand man" of the leader, following him, helping him, camping with him, intent on his every word and deed. The leader, in return for this loyal admiration and hard work, took the boy on trips with him and included him in every good time that offered. The younger boy again unfolded, showing powers that no one had supposed he possessed, his character broadening and deepening as he developed pluck, determination, leadership and dependability, all from the touch of this one man on his life. The boy plans that when he is a man he will be to other boys what this man has been to him.

**B**Y marriage an uncle came into the boys' lives and after a short period of getting acquainted, the lads found a new zest in life. They listened spellbound to his tales of younger days, they watched his muscular development, his swimming, his efficiency in his cellar work-shop and his cleverness with tools. They were pleased by his interest in them, his way of treating them as adults, his hearty welcome whenever they appeared.

A minister discovered qualities in the older boy which had lain dormant. Under this man's encouragement, his good fellowship and frank talks, the boy found himself of use in helping others, and the qualities of leadership emerged from the chaos of boyhood.

Among the guests of the family there were some who especially commanded the boys' interest so that they unostentatiously lingered around during some of the visits.

"When she talks, she *says* something," the younger boy expressed it as he listened to a friend with silvery white hair and bright eyes, whose conversation ranged over books, travel and noted people. Boys admire a fine intellect and are strongly attracted by it. They despise all sham and pretence, all "fussing and gossiping," but they will manage to be around when someone appears who "has a brain and uses it," (to quote boy talk).

Another friend, a younger woman who kept us in gales of laughter, also often launched us into serious discussions in



which the boys were included, and hours were spent over economic and educational problems which she had studied, and over world affairs on which she kept informed.

A charming young girl, the daughter of a dear friend, drifted in and out of the boys' lives and showed them what a delicate, spiritual delight girlhood may be. As they watched her, enjoyed hours of music with her and heard her reactions toward her boy and girl friends, their respect for womanhood deepened and a promise of the coming gentle-man, came into their characters. There is perhaps no finer touch on a boy's life than the shining loveliness of unspoiled girlhood.

The end is not yet, for as the days go by there come new needs and new influences, but the young, impressionable years are nearly gone and manhood is fast taking command. A mother can only hope and

pray that all along the way there will be the "good men and true," the women lovely of heart, who will lay the needed touch upon their lives.

Meanwhile one mother freely and gratefully owns her indebtedness to those men and women who, by their words and deeds, have consciously tried to influence her lads to higher resolves, and to those others who have unconsciously, by merely being true to themselves and their ideals, appeared at the crucial time as if in answer to prayer. My sincere gratitude and appreciation go out to the boys and girls, the friends and teachers, the ministers, and "plain people," who have so greatly helped me in the training and education of my boys, and to all others of their kind who can be depended upon never to hinder but always to help in one of the biggest and most interesting tasks in the world—the bringing up of children.



## *A Dedication*

### *To Be Read in Education Week*

*Let every school building be rededicated, during Education Week, using this statement, prepared by a great teacher, William Henry Scott of Columbus, Ohio.*

*Let us now with earnest hearts and with exalted faith and hope solemnly consecrate this building to its high and holy purpose. May the youth of this community for generations to come gather in this place to receive instruction in knowledge and training in virtue. May they find here every condition necessary to a true and enlightened education. Especially, may their teachers be examples of excellence in scholarship and character, seekers after goodness and truth, lovers of children, enthusiasts and adepts in the finest of all arts, the development and inspiration of human souls. May these rooms always be pervaded with an invigorating atmosphere of mental and moral life, and may no child pass from these schools to higher grades or to the outer world without having been made more intelligent, more thoughtful, more courageous, more virtuous, and in every way more capable of wise and just, of useful and noble living. To this end, may the blessing of God be upon child and parent, upon pupil and teacher, upon principal and superintendent, and upon every one whose influence will in any degree affect the work of education as it shall be conducted within these walls.*



THE ninety-five theses of Martin Luther were, no doubt, put upon the oak door of the church at Wittenberg with a good solid iron nail. But nowadays we use the transient thumbtack to call attention to passing interests. It is lucky if the thumbtack holds, but here is the notice. It reads:

PARENTS!

WHAT ARE YOUR CHILDREN READING?

Most assuredly they are reading—something! And what? The thumbtack points a warning. The notice is upon the door of every home—or should be. What are *your* children reading?

There are, of course, unwise parents who think that reading is a mere waste of time; perhaps it is, for certain reading interests. Some books are a waste of time. Yet reading need not be that. It may be as educational as school or a private tutor; it may be as essential as outdoor play; as necessary to growth as vitamins; and it may also be a relaxation, a pleasure, a resource.

It is essential that all children should

## A Thumbtack Notice Concerning Children's Reading

BY PATTEN BEARD

have these things and have them in their reading; so, at this special time, when all should be interested in the new books that are being published for children, there are some things we may well stop to consider, granted that reading is a good habit and a helpful one.

There is a desire to make books informative, to give Susy and Tommy reading that shall give them information. This is nowadays the trend of most children's books; they must be "educational." Woe be to the author of children's books who cannot be so labeled and pigeon-holed! He may have a good story to tell, but the story must wait for its success. The manuscript that can be termed "educational" is sure of its welcome. Publishers print it—because parents and teachers want the children to be "well informed."

Yet the story that is a real story has a real value. Imagination should be cultivated and encouraged as much as the practical knowledge that will help one to get on in life. Without imagination, no bridges or railways were ever built, for imagination gives dreams and the understanding of unseen things, as a merely informative book can give facts of everyday living.

Fortunately most children are universal in their taste in reading. Books should not be of one kind: they should be varied as diet is varied. Let there be not only informative books and imaginative books, but also the good old standbys that belong to yesterday, books tried and known, loved and re-read even in the mass of new story-books of to-day! Not retold classics but the

classics as they are, without being written down to the supposed understanding of children—the long words removed and the spirit of the original carefully diluted. Long words make for a better vocabulary and mental growth. Even little children enjoy using new words.

It is every parent's duty to know about children's books—to read the reviews of the new ones and to be informed about them as much as to be informed of the worth-while books for adults. To go into a book-shop and ask the clerk for a book for Tommy or Susy's birthday is a heinous sin. Ten to one, the wrong book will be sold just in order that it may be "something to read"; or perhaps its pictures look interesting, or it may be a bargain. The clerk does not know Tommy or Susy and should not be expected to select for them. When a parent has not time to read reviews in order to be properly informed when buying for children's reading, he may always go to the nearest public library and obtain expert advice from a trained librarian who does know what is what.

Character is formed through reading: buy the books that will be good for your growing children's little hearts and minds, for there is no middle course between good and bad reading. The merely worthless books are bad because they take time from the better books and foster superficial interest by means of the easy entertainment that seems so harmless, instead of developing an appreciation for that which is strong and worthy.

It is here that one must stop to wave a red flag at the comic supplement; it is apt to be a vulgar thing; its humor is often founded upon untruth and dishonesty; it catches and holds attention, and where it may not be wholly demoralizing, its lowering influence is surely felt by every child who reads it. Upon many a Sunday I have watched the neighborhood children when not busy with play. They gather upon a porch step and all their Sunday reading is—the "funnies"! But why give just this when there are plenty of good stories—splendid books? And if they but came to hand as readily as do the gaudy supple-

ments, wouldn't the children find them quite as entertaining?

The children will read what they find at home: it may be picture supplements—it may be good books that are placed where they are easily to be found. Children should have their own library and be encouraged to add to it, for there is a pride of possession which gives one a desire to make it a thing to be proud of and to cherish.

Perhaps if parents were more careful to know about best books, the children would be more readily interested in them. If dad knows a good new book and tells Tommy about it, it would be rather a jolly thing to go with dad to buy the book and start to read it aloud together. Tommy and Susy will treasure the books they have helped to buy. And where one may have a little bookplate of one's very own, that helps, as well as a bookshelf or the choosing of one's individual reading. All booksellers sell children's bookplates. They come in varied series and do not cost much. They teach the value and encourage the care of good books. We value what is personal—what is our own.

Children should be helped to find the best books; at the library is a list of good book friends to choose from; the schools also have these lists and parents should be equally well informed. They should know what sort of books Tommy and Susy are reading; they should help in a wise and interesting choice, talking books over, reading about the new and good ones, and where possible, adding them to the children's bookshelf. A little time only is needed. It is not only necessary—it is fully worth while! In fact, it is dangerous *not* to be informed, *not* to know what your children are reading. There are few things worse than a bad book, a book that gives a child a wrong ideal of life. Better leave the furniture undusted and take the time to know what you should about Tommy's or Susy's books! Better give up some of your spare moments of leisure after business hours and find out where your children stand in the all-important matter of reading!

And this brings one to the question: what are the truly good books? How may one know them?

One may find them through the published book lists made by trained library workers; one may find them through reviews or catalogs of leading and standard publishing houses; one may find them through one's own careful examination of book counters where children's books are on display. One can quickly tell a well-written book, a well-illustrated book—but *don't*, please, just ask the clerk! Know *yourself* what Susy and Tommy need—what they will like! Buy that! Don't get anything else. And, when you can, bring Susy and Tommy to help you make your selection.

Remember! Your children's reading is all-important; don't buy a cheap little rabbit story just because the little children will be amused by its imitation of Beatrix Potter's genius. There can only be one Beatrix Potter! If she seems too expensive, better get something entirely different, but still something that is of actual value; there are Kipling's Jungle Books, there is Wild Animals I Have Known; there are splendid new books of nature-study. Take enough time to know and to select!

Just this last word—for this is merely a thumbtack notice. Stop! Look! Think! Know! Plan! . . . *And then Buy!*

## Something New

### In Parent-Teacher Associations

By JAMES KILLIUS

*Principal, Johnstown High School*

**R**ISING over the graves of defunct Parent-Teacher Associations, Johnstown High School now has a Parents' Club affiliated with the County, State and National Congress of Parents and Teachers which bids fair to rival any in Pennsylvania in enthusiasm, in numbers and in accomplishment. This rather unusual situation has been brought about by the introduction of "something new in Parent-Teacher Associations."

Johnstown once was an excellent "P.-T. A." center, with several strong associations but for various reasons the movement died and for ten years every effort to revive it has failed. The situation is indeed peculiar because Cambria County, of which Johnstown is a part, is one of the best organized and strongest Parent-Teacher units in the state.

Johnstown is surrounded by Parent-Teacher Associations, its newspapers carry columns dealing with their meetings; but Johnstown proper does not get very excited over the possibilities of the organization. Very wisely there has never been any ef-

fort to "organize from above." At no time during this slump has any one tried to force principals to "see the light." Open antagonism, if there ever was such, is not apparent now. A fair criticism that could be made is that teachers do not seem to be interested; that is the truth of the situation in the High School.

Two or three years ago an attempt to "start something" developed into a Fathers' Club. This effort was fanned and pumped and coaxed in every possible way but to no avail. The fathers did not attend. Seemingly the fathers too were not interested.

**W**HEN the Johnstown High School began work in a new building last year the question of Parent-Teacher co-operation was again brought up for discussion. The faculty was anxious to keep in touch with the fathers and mothers but they could not see how a Parent-Teacher Association would result in any closer relationship than already existed. For instance, it was pointed out that through dramatics, band and or-



chestra entertainments, class day exercises, commencements, and a program of most excellent assembly exercises, hundreds and hundreds of parents were made acquainted with the actual working of the high school. Whenever possible, guests were not only welcomed but were piloted over the building by specially trained student guides who explained everything as they went the rounds on tour of inspection. Of the first thousand such visitors, over four hundred were parents.

Some one also noted the fact that in the course of a year, with six sponsors at each social event many parents were brought into closest association for an entire evening with members of the faculty. Records in the principal's office showed that between fifty and one hundred parents met him each month in regard to individual problems which could not have been solved in any general meeting. A questionnaire to the teaching body in regard to co-operation showed that the fifty-seven teachers during one month had three hundred and four visits, telephone calls or special notes. Surely in all this was evidence of closest co-operation. What more could a Parent-Teacher Association do to help train "Young America" to live enjoyably and to serve mankind?

Frankly stated, the members of the faculty saw nothing to be gained through another organization. Most of them had had some experience with Parent-Teacher Associations. They did not hold them in disrespect; they merely thought that such an organization would be superfluous for the Johnstown High School. So far as they could see, the same results that it could gain were already attained.

Nevertheless, without more urging than a mere suggestion, at a meeting of the faculty they agreed to back a Parent-Teacher organization "if just to see how it would work out." As the meeting was adjourned one veteran teacher remarked, "Why can't this be something new? I've known Parent-Teacher Associations for twenty-five years and they are just the same as they were in the beginning."

Now such a remark could easily have

been discounted as the antagonistic criticism of a discontented teacher. But it wasn't. The more we thought of it in Johnstown, the more we realized some truth in it. Education in a quarter of a century had changed rapidly. Was there any harm in introducing changes in Parent-Teacher Association organization?

Anyone who has followed the success of Student Government in the modern High School has been impressed with the ability of boys and girls to "learn by doing." Perhaps nothing has been more emphasized recently in school practice than student participation. Besides, no better way has been discovered to develop poise and assurance, character and personality, than by thrusting a measure of responsibility upon youth and then guiding him ever so slightly as he discharges his task.

As we think back over Parent-Teacher meetings, certain inconsistencies come to mind. In the first place, the child was used to entertain the adult, after which he was "shooed off to one side" in order that he might be discussed by his elders. While parents and teachers as individuals were trying to establish intimate and fair relationships with their children, at the Parent-Teacher Association meeting, he was not "in on" the discussions. That might be defended as good practice in elementary grades, but in the High School group it is absolutely contrary to the modern theory of education.

In too many schools, the programs of the schools center around Parent-Teacher Association meetings. This gives the children the false idea of preparing something to show off rather than doing it "for self" or "for the school." There are better arguments for entertainments to be prepared "for the school" with the parents coming to see the school affair. Of course, in little communities where the Parent-Teacher Association meeting is the real social event of the week one might overlook such an effort as being "for the common good."

These things and many others which veteran Parent-Teacher Association workers will surmise suggested to Johnstown

High School what the "new thing" should be—student participation. The Johnstown High School Parent Club was organized last year as a Parent-Student-Teacher Association, and has seemingly struck the proper chord of sympathy in the hearts of parents and teachers.

A group of good students were called together by the Principal who outlined to them the need of a Parents' Club. These students then organized and directed the preliminary or get-together meeting. They invited the parents in, arranged the first meeting, acted as officers pro-tem and proceeded with the regular election.

About two hundred parents were present. The officers were duly nominated and elected, after which an explanation was made of the new feature in the organization which was subsequently written into the Constitution and By-Laws as follows:

"A student understudy (preferably the son or daughter) shall represent each officer and committee member of the Johnstown Parents' Club. The student understudy shall, so far as possible, carry on all routine affairs of the Parents' Club and shall make suggestions and recommendations to their parents for further action."

THE plan was enthusiastically adopted and pressed into immediate action. The son of the president sat on one side of the stage, the father on the other; the son of the secretary sat beside the son of the president, his mother sat opposite him. The novelty alone was interesting. The actual floor work was split up about half and half.

Perhaps a review of the second meeting will show the scheme in operation better than any other way of describing how the arrangement works.

In between the first and second meetings much work had to be done. In the first place, the adult president had appointed three committees: a Guiding Committee, a Program Committee, and a Membership Committee. Automatically the children of these committeemen took their appointments as understudies. Very shortly and with much interest and enthusiasm the

youngsters met. The Principal had appointed a teacher sponsor for each committee, and because of the intense feeling, decided to sit in on each meeting.

The Guiding Committee scheduled the meetings and recommended the types for an entire year thus:

1. An inspirational "get-together" in September.
2. A banquet in November.
3. An inspection and general meeting in January.
4. A closed meeting and election of officers in March.
5. A spring rally in May.

Other meetings of a group nature were suggested but the committee did not believe that *all* parents would be interested in the kind of programs that had been suggested in the various pamphlets that they had looked over.

The Guiding Committee also wrote the Constitution and By-Laws for the Parents' Club. Members of the Commercial Department typed the Constitution and the report. The copies were taken home, gone over very carefully by the parents who were recognized as the real committee, and signed preparatory to the regular meeting.

The Membership Committee met and formulated forms for membership cards and a filing system. They then arranged to have registrars take the membership at the next meeting. The plan was extended to include a student-by-student canvas for the next year, as well as "all interested in Parent-Teacher work."

The Program Committee arranged for four parents to speak. Of these one was a lawyer, one a doctor, one a preacher, and one a wholesale merchant. Each spoke on the value of an educational program that included co-operation of all factors. The students furnished a musical program and planned to have their best double quartet sing the High School "Alma Mater."

IN the meantime, the treasurer's daughter made all arrangements for a bank account and learned her duties relative to orders and checks. She was instructed to do everything except sign for her father.

Five hundred attended the second meeting. Not over forty or fifty students were there. There was no need for more. In fact, there should not have been. The few who were there symbolized the purpose of the whole thing. The participating parents were "on their toes." The teachers came because the students had urged them to do so. There was no effort on the part of teachers to urge parents to come. How reversed the whole procedure seemed to be! Surely nothing like Parent-Teacher Association promotion in the past.

Visualize the setting. Parent officers on one side, student understudies on the other. The student understudy for the president rises and says, "As student understudy for my father I now call upon the chairman of the Guiding Committee for her report," whereupon the student understudy of the chairman of the Guiding Committee comes forward. She gives her report. Can you imagine the applause? Do you think these boys and girls can do as well as their parents?

We had a debate in regard to how cut and dried the thing would become. Said one person, "I am convinced that the great amount of thought and time that would be given in advance to prepare such "cut-and-dried" reports and plans is worth a thousand times more than the spontaneous opinions of any group, no matter if they were mature adults."

On the other hand, there are open forums in this plan. These will be conducted by adults as restrained, careful discussions of worth-while issues. The children will be present. Just how far the special hobbies or theories of individuals need be thrust into mass meetings such as these will become, remains for future "Guiding Committee Reports." Some things already appear in the scheme which were not mentioned at first. For example, a small group of women want to know if

fifteen or twenty of them could have about five talks on *The Study of the Child* given them by some good teacher. Another suggestion to the Principal was that he should call together certain parents whose children were preparing for certain callings, for instance, that of lawyer, and that he should talk "Vocational Guidance" to this group. At another time the group would be the teacher group, etc.

This is mentioned particularly to show that after all there was a need for such an organization. Out of it will come suggestions and requests that will point the way to a greater respect for a stronger loyalty to the High School.

**B**UT the suggestions will not all come from the parents. The fruitful minds of these boys and girls who are in on this will repay parents and teachers many times for their adoption as members into the club. Here are two suggestions that are typical. "Members in the Parents' Club should have membership cards just like they do in the Auto Club." "When you are after a membership drive and you have a good play or something on at the next meeting, just say, 'Why, you get to see this play for your quarter and then you are a member for a whole year besides.'"

Perhaps Johnstown High School hasn't a "Parent-Teacher Association"—but at least there is a live, enthusiastic organization that has been safeguarded against any petty, small things that might arise. There is an organization that can sponsor the various worth while movements of the State and National Congress of Parents and Teachers, and there is at least a nucleus of staunch, experienced teachers who know that the Parent-Teacher movement has done more to humanize the training of youth both in the home and in the school than any other agency.





## Growing Christmas Flowers

BY ROSALEE HAWTHORNE

**T**HE average child takes keen interest in growing things, and this interest should receive the utmost encouragement. The planting and tending of flowers affords not only a delightful occupation, but a constructive and educative one as well. It fosters, in any normal child who observes the miracle of the transformation of a tiny shrivelled seed or brown unlovely bulb into color and fragrance, a deeper appreciation of the processes and beauty of nature. It teaches lessons of faithful care, of responsibility and of patience, in addition to the more obvious ones of gardening and botany.

For a beginning in this sort of education, bulb growing is perhaps most satisfactory. Even the very tiny folk may be easily instructed in the planting and tending of water-grown bulbs such as the Chinese Lilies and Paper White Narcissus and the older ones may safely be entrusted to the less simple, but not too difficult, raising of earth grown bulbs.

For the first project, provide the child with a sturdy bowl about two and a half inches deep, or deeper, and large enough around to comfortably accommodate the number of bulbs he is planting. Three or four bulbs make a very effective showing when in bloom and represent a comparatively small investment. With the bulbs, bowl and a supply of small pebbles or stones all the equipment for planting is at hand. Let the child do as much as possible of the planting himself, offering only the necessary directions as to the spacing and depth at which the bulbs should be placed.

Let him first put a shallow layer of pebbles in the bottom of the bowl. Among these pebbles he can arrange the bulbs at an even distance apart. Then have him fill in the interstices between the bulbs with more pebbles to hold them firmly upright. The crown of the bulb with its tip should not be covered, but should be left exposed above the pebbles. When all are arranged the water should be poured into the bowl until it comes up even with the top of the pebbles. Then the bowl must be set away in a dark cool place for eight or ten days. By this time there will be a good root growth and the bulbs may be brought into moderate warmth and light, but should not be placed in the sun until the leaves have turned a healthy green. Then they may be put in the sunlight and allowed to remain there until in full bloom. Whenever needed, fresh water should be added up to the original level with the pebbles.

Single bulbs planted in small individual bowls or jardenieres make very delightful gifts for the child to give to relatives or friends for Christmas. The cost is small and if the child plants them and cares for them he feels that he is giving something that is the result of his own effort, and therefore derives from the giving the real joy of bestowal that should be identified with Christmas. The gift is one of the few that a small child can be as successful with as a grown-up, and one which will carry real pleasure to the recipient. For Christmas gifts the bulbs should be planted about the fifteenth of November.

This little project of growing flowers for Christmas gifts will prove a constructive and fascinating one to the child, a pleasure giving one to the recipient, and one not devoid of interest to the child's family. Try it, and see!



## Recreation

CONDUCTED BY

J. W. FAUST

*Playground and Recreation Association of America National Chairman, Committee on Recreation*



*At the End of the Trail*

## Trail Ethics

THE winding trail beckons to nature lovers in the russet beauty of the dying year. Family and community hikes, with lunch cooked over a campfire, are now a favorite recreation.

A recent issue of Camp News contains under the Title "Trail Ethics," some hints for hikers which are suggestive:

Respect all property. It belongs to someone: the flowers, the plants, the animals and the fields.

Let the leader lead. If you have ideas tell them to your plans committee; they are probably looking for good leaders and would be interested in your suggestions. There should be only one leader on a trip.

Be very careful with fires. Don't build them without your leader's permission. A big first just under the overhanging foliage of a tree, especially in the dry time is very, very "bad medicine." Be sure your fire isn't laid on inflammable ground, such as pine needles, leaves or "forest carpet" (that spongy mass made of the accumulated droppings of pine needles, leaves, twigs, etc., will hold sparks for weeks and crop out on some specially dry day in a crawling, mounting flame). Put out fires *with water*.

Don't smother the fire and fill the fireplace with rocks, refuse, tin cans and other things. Leave the fireplace ready for the next comer. Leave your camp site cleaner than you find it.

Prove worthy of our wonderful outdoor heritage and observe strictly all the reservoir rules and watershed regulations. They are made for your benefit.

Don't break fences. If you can't find other material with which to build a fire you've chosen the wrong camp site.

Replace all gates and bars. The farmer won't like you any better for having let his cattle into the corn.

Keep your eye open for weaker hikers. Drop back and talk to him or her. Lighten his load. Spread a smile.

Don't camp on restricted areas or on private grounds without first securing permission and more particularly avoid lighting fires in such places.

A Beech Tree is not an invitation to cut your initials in its bark. You may feed your vanity in this very worthless, fleeting manner, but you hurt the tree permanently and, of course, mar its beauty.

In leaving a camp site chop some wood and pile it up for the next fellow. Clean the table and the fireplace. Leave a note of

thanks to your predecessor and a word of welcome to the newcomer. If you've enjoyed a cabin, a shack, or a camp, close the windows and lock the door.

A whistle is a good thing when used by the trip leader and a nuisance when used by anybody else.

Be quiet when passing through villages or near homes. Do all your yelling on a mountain top or in the woods.

An extra pair of stockings increases the pleasure of the home trail.

On strenuous trips try to keep the hands

unencumbered; a pocketbook, a box of lunch or less prevents the free swinging of the arms and should be avoided. Use a pocket, a haversack or a knapsack. Keep your hands free.

And lastly, remember that the woods trail is only a part of Life's Great Trail. Under the arching branches of tall trees, along the cathedral aisles of the Temples of the Silent Places one learns to "play the game"; to give and to take, much or little, successes or defeats—with fortitude, with courage, with a smile.

## Heard at the National Recreation Congress

MEMPHIS, OCTOBER 3-8

"IN spite of the talk about the breaking-up of the home and the jest that the reason why children do not want to stay at home at night is that they are afraid to be alone in the dark, in the lives of most of the people of America the home is the rallying point. One of the reasons why the family has not taken more recreation together is that there have not been activities available which are suitable for the various members of the family.

The strongest instinctive ties of life dominate the relationship between parents and children. If my experience in contact with hundreds of fathers is worth anything, it indicates that there is nothing that the father would rather do than be out for a holiday trip with his children. This especially applies to the time when the children are small, but if practiced then, it will likely carry over well into the 'teens."

\* \* \*

"Education for labor is important—education for leisure, imperative. The three R's form only the canvas upon which we paint the picture of life. The picture receives its quality from our leisure time activities."

\* \* \*

"The strain which develops from lack of opportunities to participate in stimulating activities is the basis of delinquency. There are practically no forms of juvenile delin-

quency which do not have behind them the man who wants to make money."—*Jay B. Nash, associate professor of physical education, New York University.*

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"Is this an age of tin canned education? Have our schools lost all the flavor and freshness of the wild? Perhaps our educational processes have become so refined that the very vitamins of thought have been thrown away with the chaff.

Climbing apple trees, chasing butterflies, fighting hornets, pushing across a pond on a raft, and hunting frogs are the serious business of childhood. These nature play activities are far more satisfactory to the boy and girl than calisthenics. If adults are to have a love for the outdoors, they must have some nature play in their youth.

However inconvenient to city parents, pets are the birthright of every child and can partly compensate him for living away from the country and the woods."—*Dr. William G. Vinal, New York State College of Forestry.*

\* \* \*

"If it is only in the field of health, social justice demands that every community should have organized recreation. For fifty per cent of the new recruits to poverty come to their dire need on account of sickness. Millions are held close to the poverty line by physical weakness and incapacity. For

these, recreation, properly organized in their youth, would have been an inestimable boon."—*Dr. John A. Lapp, director of the department of social action, National Catholic Welfare Council.*

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"If sex were a new product, like a patent medicine, it could not be oversold more adroitly than it has been in the past ten years. It has been boomed in the popular songs, mulled over on the stage in problem plays, exploited in the movies, emphasized by the dress designers and glorified in magazine stories.

But there is always a danger of overselling a product and that is what has happened with the younger generation. A product on the market reaches a saturation point and then people shy away. This is why a reaction is setting in. Please do not think that I see in the collapse of the flapper point of view the beginning of a sex-less age, but it certainly looks as though its intensified value is on the wane."

"We are digesting a great material civilization in America and there is a rumbling under the surface toward a newer understanding of spiritual values. Without the viewpoint of youth it would lack its savor and it is this fiery enthusiasm that American youth is prepared to give, provided the older generation will contribute a loving tolerance."—*George Kearney, Slow Club Editor, Philadelphia "Evening Bulletin."*

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"From the play or social life of the home naturally grows the larger recreational life of the entire community, and the modern parent cannot afford to overlook the fact that this phase is at once a responsibility and a liability; for no matter how carefully planned and supervised your own home, if the influence of school and community be baneful, your own efforts will be largely counterbalanced."—*Mrs. Charles W. Sewell, American Farm Bureau Federation.*

## Schedule For John Bradford

Mr. John Bradford specialist in Rural Recreation in the Playground and Recreation Association of America will conduct Institutes according to the following schedule, which has been specially released to "Child Welfare." All Congress members within reach of the places named are urged to avail themselves of this splendid opportunity to hear and work with Mr. Bradford. The schedule for February, March and April will appear next Month.—*Editor.*

DATE	PLACE	TYPE OF WORK	HOTEL
Oct. 29 Nov. 4	Brookings, S. Dakota	Institutes	% A. E. Anderson
Nov. 7-14	Davis, California	Institutes	University Farm, % W. R. Ralston
Nov. 16-18	Corvallis, Oregon	Institutes	Agricultural College
Nov. 21-25	Pullman, Washington	Institutes	
Nov. 27-30	Logan, Utah	Institutes	
Dec. 5-8	Columbia, Mo.	Institutes	% A. J. Meyer, Agricultural Extension
Dec. 10-13	Stillwater, Okla.	Institutes	Agricultural College
Dec. 15-19	College Station, Tex.	Institutes	Agricultural College
Dec. 20-31	Southern California		
Jan. 1-8	Tucson, Arizona	Institutes	Agricultural Extension Service University of Arizona
Jan. 9-14	Laramie, Wyoming	Institutes	% A. E. Bowman, University of Wyoming
Jan. 17-23	Ames, Iowa	Institutes	% W. H. Stacey, Iowa College of Agriculture

## The Parents' Part in Children's Book Week

By GRACE E. CRUM

THE coming of Children's Book Week, November 13 to 19, reminds us that while we parents are making trips to our local libraries to witness the display of children's books, we might at the same time use this opportunity to increase our acquaintance with books on parental education.

Before Children's Book Week, we should read "Roads to Childhood," by Annie Carroll Moore. This volume will help us to select the books which we wish to add to our children's book shelf. As the evenings lengthen, children easily find their pleasure in a wealth of good books. "The Children's Hour," just before bedtime, in which the parents take part in the reading is ever afterwards to be remembered.

But what about the books which we wish to select for ourselves? We have been flooded with a wealth of good literature this year, yet many more books remain to be mentioned. For some time study circle leaders have been urging that librarians reserve a shelf to be known as "Parents' Book Shelf." While we wish this practice continued, we have come to the place in child-training when we desire a parents' book shelf in our own home.

One of the first books to be placed on this shelf should be "Childhood," by Mrs. Theodore W. Birney, one of the founders of The National Congress of Parents and Teachers. In reading this book we will find that those of us who are studying with the thought of becoming better trained parents are carrying out the aims and ideals of our leader. We may well feel proud that the study circle is the very heart of the original parent-teacher movement. In "Childhood," Mrs. Birney says, "That parenthood is a vocation no thoughtful person will deny; but the saddest part of it all is, that men and women are called to fill this vocation without any real training

for it, and often with a very vague sense of the responsibilities it involves. There is no vocation which calls for a higher order of character development than parenthood, and to be a wise as well as a good mother or father requires consecration and concentration."

Another splendid addition to our book shelf would be "Living with Our Children," by Clara D. Pierson. Parents read this book with relaxation and enjoyment. It is made up of engaging essays which cover the questions and perplexities which arise in our association with children. Many subjects are covered, some of which are: Laughter, The Gentle Art of Managing, Sunday Afternoon, The Reformatory Influence of a Frolic, The Presence of God, Interpreting Life.

Those who are interested in the study of "parenthood and the newer psychology," will find "Understanding Our Children," by Frederick Pierce, excellent supplementary reading. This book is a survey of child life in non-technical language from the psychologist's point of view. More and more we parents are coming to realize that if we understand something of the conscious and unconscious mind, both in ourselves as well as in our children, we are able to handle these "heirs apparent" much more wisely and give them a better preparation for adult life. These phases are discussed.

"Rebuilding the Child," by the author of "Parenthood and the Newer Psychology," has recently been published. It is a study in malnutrition and will be most helpful to the parent who has a child "not sick enough to go to a doctor."

And last of all, let us not forget to have a place on our book shelf for government publications. Send to U. S. Department of Labor, Children's Bureau; Bureau of Education; and Department of Agriculture, Washington, D. C., for lists.



## Department of the *National Education Association*

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### Challenging Needs of the Schools

BY JOY ELMER MORGAN

*Editor of the Journal of the National Education Association*

THE achievements of the schools and their needs—these are the two big themes of American Education Week. From Monday, November 7, through Sunday, November 13, the American public will take stock of its schools. It will apply the seven cardinal objectives to what the schools do. It will insist that these great objectives shall not be lost in the maze of petty accuracies that make up the school routine. This scoring against the objectives will reveal many needs—needs often so obvious that they require only to be noticed to be remedied. There are other needs so challenging that they call for the devotion of a crusade and the vision and energy of great statesmanship.

FIRST is the need of recognizing the responsibility of the school system for juvenile crime. The sooner we frankly recognize this responsibility the better for society. Let every school system be founded on the principle that it is responsible for all the children until they are fitted happily into the duties of life or have reached their legal majority. Let the school shift all the responsibility it may to homes, churches, and various other agencies; but when for any reason these fail, the school system must have an agency at hand to step in and meet the need. The school system has the records of the children. It is developing a trained personnel. It has the technic. It is disinterested and has high ideals. It has the confidence of the people. It can do what juvenile courts can never do and should have the legal authority to take hold of juvenile problems before they reach the crime stage.

A tenth of the money now spent to detect and punish crime wisely invested in special teachers and workers, would cut crime off at its source. Every idle adolescent is likely to become a petty criminal and every petty criminal is likely to become a hardened convict. Here is a social leak that costs ten billions a year in the United States. Let us create in every school system a body of visiting teachers, vocational guides, and special counselors who will keep contact with every child in that community until he reaches the age of twenty-one. This is not an expensive thing to do. It is a costly thing *not* to do.

SECOND, let us look at the appalling procession of more than a million children who each year fail to make their school grade. It is almost beyond belief that a civilized nation would tolerate anything so calamitous. Line these children up side by side, allowing three feet for each, and you would travel more than five hundred miles past these bent and broken spirits. Their plight has never been adequately studied, and is not likely to be until we have a Department of Education with a secretary in the President's Cabinet.

Every child needs to fail. He needs to fall and rise; to face hardship and come through; to lose and still fight on; to take defeat with a smile that knows that victory is still ahead. That kind of spirit is not built by any procedure that requires a child to repeat the work of an entire grade in lock-step fashion. The failures should come in smaller units to keep victory near and hope alive.

Why this colossal record of failure? Try

finding the answer for your child, for your school, for your community. Insist that a careful analysis be made of all the children who failed. Is the course of study dead? Does your school fail to provide for individual differences? Have your teachers had the best professional training, equivalent to a college course or more? Do your teachers have small enough classes to enable them to know the personal life of each child? Are your teachers in the community long enough to understand the problems that contribute to pupil failure? Does your school system have a department of research at work trying to find the answer to problems like this?

**T**HIRD, let us note the crying need for teachers of more training. The states that have an adequate teacher-training program can be counted on the fingers of one hand. Professors in many teacher-training institutions are paid less than good high school instructors receive elsewhere. In spite of the standard set by the National Education Association—that every teacher shall have four years of training beyond the four-year high school—whole states are satisfied with teachers who are only high school graduates. At this very moment hundreds of thousands of children are sitting at the feet of teachers no more than eighth grade graduates. Tens of thousands of boards of education hire their teachers in the cheapest market from year to year in a way that discourages solid professional preparation.

Fifty years ago one could graduate from a reputable college of medicine with one year of general lectures, without clinical or hospital experience. He could not do so today. It is now possible to enter teaching without mastering the materials that the scientific study of education has thrown up, but it will not be possible to do so twenty years from now. Meanwhile children suffer from the ignorance, inexperience, and youthfulness of untrained teachers.

What can be done to meet the need for trained teachers? Every parent can take an interest in the training of his child's teacher. Taxpayers can insist on having

the school rates high enough to employ teachers of good training, as shown by the salary studies of the National Education Association. Boards of education can encourage undertrained teachers to attend summer schools, and in employing new teachers can gradually raise their requirements up to four years of professional preparation. Governors and legislatures can be more generous with teacher training institutions. State associations of teachers and parents and teachers can demand surveys of the training of the existing teaching staff in the various states.

By establishing National Teachers' Day, the National Congress has started an enterprise of tremendous significance. Teachers trained, true and tried are the greatest asset of any community. They are great not only for their teaching in the classroom, but for their living in the community. Every truly professional home is a radiant center of the cultivated life.

**F**OURTH, let us put the need for specific training for vocation. In spite of the notable service of the Federal Board, the majority of American children still enter vocational life without the advantages which specific training gives. There has been fear that such training would overshadow the broader work of the school as at one time in Prussia. There has been fear that any cooperative arrangement with industry would lead to exploitation.

The time has come to consult hopes rather than fears. With few exceptions, the home cannot now teach the vocations. Industry generally does not want youth at the school-leaving age, or is likely to put them into the blind alley job that will stunt them at the very age when growth should be most rapid. Within every school system there must be developed agencies to prepare every child in that system to find and fit into the vocation that will best conserve his talents. Anything less than that means waste and disaster.

**F**FIFTH, let us note the pitiful state of rural education—district units too small for wise management, county superintend-

ents of little training, and permanence, tramp teachers moving on from year to year, courses of study that do not lay the foundation for a satisfactory rural life in America. Let us rejoice that this problem is being attacked here and there, particularly by larger state school funds. Let us also be insistent that some progress be made at other points until the country child shall have as good a teacher, as good a building, as good a course of study, as good a principal, and as good administrative service as the city child.

We would not strike a negative note. Our schools are the best they have ever

been.\* No great nation ever brought its schools to so high a state of excellence. Our best teachers rise to great heights of devotion and professional zeal. The importance of childhood is appreciated among us. But our schools are spotted. There is too much difference between the good ones and the poor ones. We are too slow to meet the new needs that have come up with the new age. We need to put more money, more time, more personal interest into education because only thus can our race rise to its greatest heights of achievement and happiness. Let us talk about these larger needs during American Education Week.

## Visual Education

BY FLORENCE HALBROOK, *Chicago Pubic School System*

"**S**EEING is believing!" and the fine thing about the movie is that through the physical eye viewing the wonders of the various countries, the eye of the mind sees more clearly that the world is one, that distances do not exist and time is naught. On the magic carpet of the movie film we are transported to the lofty Himalayas or to the sunny Riviera, to the fairy islands of far-distant seas or to the busy streets of crowded cities. We explore the ruined palaces of kings vanished these thousand years or follow the graceful aeroplane in its flight of yesterday.

Marvelous are the movies of to-day but still more valuable will be the movies of to-morrow. As the wonders of the sea, of the growing plant, of the building of ships and the day's work of the far-off peoples are more and more revealed to us, all that is common and foolish and shoddy will fade away and the true value of visual education will become convincing. Joy, too, should be a part of the life of the movies, mirth-provoking humor, the comedy of life, for we all like a good laugh and should cultivate a sense of humor if we have it not. Then, let us hope, the slap-stick, custard-pie rough-house humor (?) will die smothered in its dry-as-dust stupidity.

As a dissipation the movies are discouraging to an intelligent adult. We find children permitted to go to the movies several times a week and remembering nothing they have seen. (Perhaps this is well considering the type of movies they are apt to see.)

The movie should be of such a nature as to furnish material for conversation, discussion, enthusiasm, enjoyment and information. There have been brave attempts on the part of a few intelligent men to make and put on films of this description, but the powerful clutch of the money-loving demon has choked the life out of these heroic few. Time will come, however, when some men of courage and wealth will have a vision far-reaching enough to convince them of the commercial as well as other value of decent films.

Nothing is too good for the children and the best of the movies will make Visual Education of unlimited value in the schools, an aid to every study in the curriculum, making more vivid every subject, appealing to the imagination, satisfying our love for the beautiful and the true.

# WHAT TO SEE

BY ELIZABETH K. KERNS

National Chairman, Motion Picture Committee

## FAMILY:

A

"Barbed Wire" (Pola Negri and Clive Brook)—Paramount Famous Lasky. 8.

J "College" (Buster Keaton)—United Artists. 6.

"Hunting Big Game in Africa" (Wild animals in their native haunts)—Universal. 9.

"Lost at the Front" (George Sidney)—First National. 7.

"My Maryland" (Dolores Costello)—Warner Brothers. 8.

"Our Heritage of Faith" (Story of pioneer missionary)—Pathé. 5.

J "Ranger of the North" (Ranger, the dog)—Film Booking Office. 5.

"Spring Fever" (William Haines)—Metro-Goldwyn-Mayer. 7.

"Swim Girl Swim" (Bebe Daniels and Gertrude Ederle)—Paramount Famous Lasky. 7.

J "Through the Looking Glass" (From Lewis Carroll's story)—Pathé. 5.

"Topsy and Eva" (Duncan Sisters)—United Artists. 8.

## WESTERNS:

"Nevada" (Gary Cooper)—Paramount Famous Lasky. 7.

"Tumbling River" (Tom Mix and Tony)—Fox Film Corporation. 6.

## ADULTS:

A

"Moon of Israel" (Marie Corda)—Film Booking Office. 8. (Adapted from novel "She" by H. Rider Haggard.)

\* "Seventh Heaven" (Janet Gaynor and Charles Farrell)—Fox Film Corporation. 12.

"Surrender" (Mary Philbin)—Universal. 8.

\* "The Way of All Flesh" (Emil Jannings and Belle Bennett)—Paramount Famous Lasky. 9.

## SHORT REELS:

"The Fight for Life" (Struggle for existence in undersea life)—Metro-Goldwyn. 1.

## COMEDIES:

"Felix Ducks His Duty" (Animated cartoon)—Educational. 1.

"Felix in Flim Flam Films" (Animated cartoon)—Educational. 1.

"Rover's Big Day" (Rover, the dog)—Pathé. 1.

"Will Rogers in Switzerland" (Humorous travelogue)—Pathé. 1.

## GRANTLAND RICE SPORTLIGHT:

"Tackles and Touchdowns" (Football)—Pathé. 1.

"Taking Punishment" (Endurance in sports)—Pathé. 1.

## PICTURES FOR THANKSGIVING:

"The Pilgrims" (Chronicles of America Series)—Pathé. 3.

"The Puritans" (Chronicles of America Series)—Pathé. 3.

\*—Especially recommended.

A—Good.

J—Children under fourteen.

"Family" pictures are recommended for the family and children of twelve years and over.

"Adult" pictures are recommended for those of mature viewpoint and experience.

Figure to right indicates number of reels.

Average time to show one reel, twelve to fifteen minutes.

## Better Films

BY LORINE MERRIN

Better Films Chairman, Gale Parent-Teacher Association, Chicago, Ill.

*May I go to the movies, Mother?*

*Of course, dear child, you may;*

*Just go to the nearest theater*

*While mother is out at play.*

*Will you spend an hour with the robbers*

*Or perhaps with a cut-throat gang?*

*Will you rise from your seat in excitement*

*As the engines go by with a clang?*

*Will you cringe in your seat in terror*

*While your hero seems destined to die?*

*Will your child mind grasp a sex scene—*

*Or at least will you wonder why?*

*In the night which follows the daytime*

*In the dark which follows the sun,*

*Will your subconscious mind bring to you*

*The thoughts which the movies have spun?*

*"Better Films"—Oh parents, awaken!*

*The title seems simple and mild;*

*But we must be eternally careful*

*What we put in the mind of a child!*



# Safety

*Conducted by the Education Division,*

*National Safety Council*

## A Safety Education Bulletin

BY KATHLEEN MITCHELL

*Georgia State Chairman for Safety*



**S**AFETY Education, as it relates to every phase of child life, has been accepted by the Parent-Teacher Associations as a part of their obligation to the children of the country. For a long time the safety movement was concerned only in the prevention of accidents, but the safety program of today touches every study and every activity of the child. It goes hand in hand with the health program, in that it trains in right attitudes toward healthful living, teaching habits of carefulness and the avoidance of danger both as to accidents and disease. It supplements the thrift program, teaching conservation, pointing out, for example, not only the danger from fires, but the resultant losses in dollars and cents. Every citizenship program has Safety as its fundamental basis because the forces of government are organized for the safety and protection of the citizens. Through learning and observation of traffic laws, children learn respect for *all* laws, and learn the necessity of maintaining order. In fact, there is no activity of the Parent-Teacher organization which is not concerned in some way with the teaching of Safety.

Safety is a matter of individual education; it means the cultivating of habits of carefulness. It is just as easy to build up a habit of being careful as it is to build up a habit of taking chances. Safety education means the teaching of a proper conception of life, the development of a constructive philosophy of living.

In this bulletin, recently issued by the Georgia State Parent-Teacher Association, Miss Kathleen Mitchell has outlined in a comprehensive way the aims of our safety education program, as it relates to the nation, the state, and the community.

Our problem as a Parent-Teacher Association is to effect an organization which will carry into every home a message of safety for our children; a message of safety from accidents, from diseases, from wrong habits

which might cripple them in body, mind, or spirit.

To do this, we must have a safety chairman in every local Parent-Teacher Association and in every Parent-Teacher Council in the state. Experience has demonstrated that these safety chairmen can render a valuable service in the following ways:

Co-operating in organizing Junior Safety Councils.

Meeting of Parent-Teacher Safety Chairman with the officers of Junior Safety Councils.

Having a safety program at least once each year in the Parent-Teacher Association.

Holding such general adults' meetings as can be practically arranged.

Giving heartiest co-operation with Junior Safety Councils and intelligent, sympathetic understanding help through inspiration, praise of activities, and above all a personal regard for safety measures.

Securing united demand for elimination of hazards through necessary traffic regulations, protection at dangerous points, fire regulations at public places, sanitation, etc.

Educating Parent-Teacher members in safety.

The schools throughout the country are recognizing the value of correlating safety education with other courses of study, such as civics, physical training, history, nature study, dramatics and art. The Parent-Teacher Association must keep pace with the growing needs, and must co-operate in whatever is for the welfare of the child. But let's bear in mind that our safety pro-

gram must be one of positive ideas and not negative ones. Young America revolts at too many don'ts.

Suggestions for organizing Junior Safety

Councils, outlines for programs and pageants emphasizing safety can be secured by writing to your State Chairman for Safety.

## For Your Christmas Program

Entertaining plays for children, refreshingly new and readilyactable, may be secured from the Education Division of the National Safety Council, 120 West 42nd Street, New York City. Each play teaches a safety principle, but so surrounds it with humor and dramatic action that children find the safety warning a delight rather than a lesson.

Bill's Christmas Fright, by Frances Stuart, is especially adapted to a Christmas entertainment. A prologue and epilogue take place in Bill's house, while the main scene is in Santa Claus' workshop. A boy, who will not learn to use his playthings carefully, dreams that Santa is sending him only stupid toys. The scene at the North Pole introduces quaint toys and colorful dances. The price of the play is twenty-five cents.

## A Toast to Parents

BY A TEACHER.

Sometimes I think that parents  
Are a funny kind of folk,  
And yet they seldom see, themselves,  
Just wherein lies the joke.

They come to us, so serious  
About their children dear,  
That we must grave as judges be,  
And let no smile appear.

"My son's extremely brilliant,"  
So says the fond mamma.  
Alas! with us, that brilliant son  
Comes hardly up to par.

"My darling child," another cries,  
"Has ne'er been understood."  
We understand his heedless ways.  
'Most anybody could.

"Have you a grudge against my child?  
Why should you keep him back?  
His work at home is wonderful.  
I fail to see his lack."

So cries the father in his wrath,  
Around promotion day;  
Yet we both know that child of his  
Has spent the year in play.

We hear about the picked-on child.  
The nervous child we know.  
The child who is so sensitive,  
And thus the stories go.

We listen, and we sympathize,—  
But, I'll confess to you,  
We have a feeling that to us  
The sympathy is due.

Sometimes, I think that parents  
Are the nicest kind of folk:  
And when I say this thing to you,  
I leave behind—the joke.

Just lay some need before them,  
And hear their quick reply,—  
"What can we do to help you?  
What part can we supply."

Perhaps some skeins of worsted  
For little hands to weave,  
Perhaps gifts big and generous  
For school use we receive.

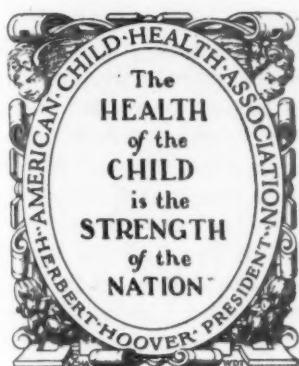
It's not the gift that matters.  
It's the spirit in it all.  
It's their readiness to answer  
When they understand the call.

The faith these parents give us,—  
It should keep us staunch and true:  
"Do as you think best with Mary.  
I am trusting her to you."

And best of all, the letter  
We so delight to get:  
"What you have done for Johnny  
We never can forget."

At parents, wise or funny,  
You may smile, as I have done.  
Yet I say, and you will join me,  
"God bless 'em, every one."

From "Common Ground"



## Child Health

CONDUCTED BY THE

American Child Health Association

ALICE FISHER LOOMIS, Editor

*in co-operation with the professional Divisions of the Association*

### A School Health Program for Parent-Teacher Associations

*This article is one of the series that has appeared at irregular intervals during the current year, each discussing some feature of the health protection of the child in school. "The Health Examination" will be the subject in December.—Ed.*

*For Bibliography for this article, see page 141.*

#### PART VI

### The Nutrition of the School Child

BY MARGARET EDWARDS AND ALICE FISHER LOOMIS

**W**E must always keep in mind that food alone will not insure a well-nourished child. The food must pass through all the processes of digestion before it can be properly utilized by the body. Fresh air is necessary for this; also exercise and rest in due proportion, and a general state of health that keeps the body functioning properly.

The contributions the school may make to the child's nutrition are several, and first to be named is one that we have been slow to think of as a health measure:

#### 1. The Day Consciously Planned to Promote Health and Prevent Fatigue

In planning the school day the health of the children (and the teachers), and not expediency, should be the guiding influence. An alternation of activity and desk work should be arranged in order to avoid fatigue, either through overphysical exertion on the one hand or the prolongation

of mental effort beyond the limits suited to childhood, on the other.

The planning of the home day is of equal importance with the planning of the school day. Drs. Max and Greta Seham, who have made a careful research study of chronic fatigue in children, give as a precept for parents: "Decide on a definite schedule of rational daily habits for your child and see to it that he lives in accordance with it." In the schedule which they advise (based on the average ages at which children enter the different grades, and intended for the average child), ample time is allowed for the leisurely eating of meals, a rest period of 15 to 20 minutes recommended after lunch, hours of sleep from twelve at six years of age to nine and a half at fifteen years deemed necessary, and the opinion given that only a small proportion of children's free time should be given to work requiring responsibility, and no child under nine years of age requested to do any mental or physical work out of school. Beginning at ten years of age half an hour

each of physical and mental work out of school is said to be permissible, the amount of work increasing to one hour's physical work and an hour and a quarter's mental work at fifteen years of age.

How utterly at variance this schedule is with the amount of home work that is expected of many children, especially as it is meant to include such outside studies as music and languages. But this short period of mental work undertaken while they have a supply of energy left may accomplish more than a whole evening spent dragging through studies with a mind too weary to function. And, as the same writers say, "A whole row of 'A' marks, be it ever so long, will not compensate in the end for the loss of physical strength and nervous stability."

## 2. The Hot Mid-day Lunch

A hot lunch at mid-day is highly desirable for every child. Whether or not the school should provide it is a local problem. Where the children live near the school and the mid-day meal is the rule in the homes it is usually not attempted. But where the children come long distances or for other reasons must carry lunch boxes it is the plain duty of the school to shoulder this responsibility.

It may not be necessary to provide the whole meal but to supplement the home lunch box with one hot dish. The problem

has been solved in a variety of ways—in some places through the energy and ingenuity of the Parent-Teacher Association. In one school system such an association organized the school lunch, the members taking turns in preparing the hot food and serving it, with the expectation that it would be taken over by the school authorities. In a rural school the teacher had the happy thought of having the children each bring some one article of food such as soup or cocoa in a mason jar. A doubledeck rack was made to hold the jars which were heated in a wash boiler. At about eleven o'clock the boiler, with a little water in, was put on the stove, and at twelve everything was hot and ready.

City schools will have their cafeterias or lunchrooms, which should be under the control of the school rather than in the hands of a concessionaire. They should be managed in the best interests of the children's health and education. The more progressive schools are including the lunchroom director as a regular member of the faculty, her salary coming from the school budget instead of from the lunchroom receipts. Under no circumstance should the lunch be used as a means of raising money, but after food needs and wholesome lunchroom facilities have been adequately provided for, the balance can be used in promoting the larger health projects. At all times the





price of food should be kept at the minimum.

The school lunch has a double purpose: it contributes directly to the children's nutrition, and it is an important factor in health education, since instead of merely talking about the right kind of foods it sets up standards and gives the children an opportunity to form the right food habits. It will be found that in company with other children they will often eat food which they refuse at home. In skilful hands the school lunch will help to promote good manners and happy social relationships.

### 3. The Mid-morning Lunch

As a general principle one may say that it is better not to eat between meals. This presupposes, however, that the child eats three meals a day, is in normal health, and that there are no special circumstances.

Whether it is wise for a school to supply a mid-morning lunch will have to be decided on local grounds.

Where children get up and have their breakfast exceptionally early; where they are underweight and need extra feedings; where for any reason they have no breakfast before they start for school or that breakfast is meager or improper—it may be desirable or even necessary to give them a mid-morning lunch. Graham crackers and milk are probably best for this purpose and are easily served.

### 4. The Regular Weighing of Children to Check up on Their Rate of Gain

"Every normal child is taller and heavier this year than last. If a child is not taller or heavier in a year's time there is something wrong about the child or his method of living." The regular weighing of children is a valuable part of the health program, as without this check up, a loss of weight or a serious failure to gain might go unnoticed. A second value is the educational use that can be made of the weight record. Children are always eager to grow, and this natural desire may be made the vitalizing influence in the training in food and health habits.

### 5. Instruction in Food Facts and Training in Food Habits

Nearly all schools are now giving some sort of instruction along nutritional lines, and fortunately the old idea that imparting facts is all that is necessary is giving way to the realization that the health lesson is not really learned until the children voluntarily act on it in their daily lives. The illustrations accompanying this article show the two ideas in practice—a hygiene lesson as it was in 1906, the children reciting dry facts to the teacher; and the hygiene lesson in 1926, where the children are seen drink-



1906

ing milk—actually practicing a health habit—while on the blackboard is seen the lesson on the sanitary inspection of dairies.

Health teaching is much more vital where in addition to any direct instruction the subject is taught in a natural, incidental way in connection with other subjects. It has been said that there is no subject in the curriculum that does not need a healthy, alert child as a first requirement to learning, and that there is no subject in the curriculum that does not offer many legitimate correlations with health teaching. By "legitimate correlations" is meant the bringing up of points that two subjects have in common, or that concern both, in a way that will benefit both subjects.

Children need instruction in the value of different foods even if they are so fortunate as always to have proper and well-balanced meals offered to them and nothing else. We all know that children have fads and fancies about food and often refuse even the best food for reasons that have nothing to do with taste or smell. The obvious thing to do is to create an interest in the right foods that will counterbalance the fancies. This the classroom teaching is often successful in doing.

As children grow older they naturally have many occasions for making a choice of foods, and when they go to work are often completely without guidance. It is very necessary, therefore, that they should be given a knowledge of what to choose and an interest in choosing it.

While the school may be successful in giving instruction in foods, the child does his eating, or most of it, at home. It is the part of the mother to provide regular and wholesome meals, to train the children to eat them, and to see that they are cheerful occasions. Where the school is centering its teaching on some particular food habit, such as the eating of green vegetables, it is a great help when she makes a point of providing these in the dinner. The mother should discourage eating between meals, but if this seems necessary give the children such simple food as milk, fruit or bread and butter.

Both school and home must remember

always the various factors to be taken into consideration in securing food nutrition. These have been stated to be:

After any physical defects in a child have been corrected it has been stated, Proper mental attitude, personal and home hygiene, correct posture, regulated exercise and play, plentiful sunshine and fresh air, proper elimination, correct eating habits, sufficient food in proper balance, adequate sleep and rest.

### Questions for the Parent-Teacher Association to Ask Itself

1. Is the school schedule so arranged that mental and physical activity alternate and that ample time is provided for the noon lunch and for outdoor recreation?

2. What co-operation is there between school and home to prevent chronic fatigue or to cure it when it exists?

3. How long do the children remain seated at their desks without a change to activity—remembering that sitting in chairs is an unnatural occupation to them?

4. Does the school make any provision for rest periods for undernourished children?

5. How much work—physical or mental—do the parents expect of the children out of school hours?

6. Does every child in your school have something hot to eat or drink at noon?

7. Do the homes provide an adequate lunch? Do a considerable number of mothers go out to work and are thus unable to prepare lunch for their children? What do such children eat in place of the home meal?

8. If you have a cafeteria or lunchroom are the children allowed to buy what they like or are they guided in the selection of the right foods?

9. Is the lunchroom run for profit, or for the health of the children?

10. Does the school serve a mid-morning lunch? If so, why?

11. What is your association doing to promote the wholesome breakfast habit? Do you know the types of breakfast that are eaten and the number of children who come to school without breakfast?

# The State Congress and Library Extension

BY JULIA WRIGHT MERRILL

*Specialist in Library Extension, American Library Association  
Associate Manager, Bureau of Education Extension, N. C. P. T.*

**T**HE state is a strong unit in library extension as it is in the organization of parent-teacher associations. The state may provide leadership through an active state library extension agency; direct book service for individuals and groups without local public library service; supplementary book service for small libraries; adequate library legislation, including provision for county libraries. Public opinion all over the state may be informed of the value of public libraries, so that cities at least have high grade library service. In other states the library movement may still be in a very early stage of its development. What can the parent-teacher organization do?

## IF YOU HAVE A STATE LIBRARY EXTENSION AGENCY

Know its facilities for service, and use them.

Know its literature, and keep it on file in state and local offices.

Know its handicaps, and work to remove them. One such agency, for example, has no travel fund and can help only through correspondence; another cannot pay the salaries needed to keep experienced assistants; another gives book service but not advice in library establishment.

Put the librarian or secretary on the program of state and district meetings, to tell of his own needs or of his program for the library development of the state.

Put the librarian or secretary on the state advisory board.

Ask for library exhibits at state and local meetings.

Give space in the state bulletin for library articles.

Co-operate closely in all library movements.

**NOTE.**—Local associations should not call on the state agency for book service until they have tried their local library. The library will borrow for them as needed. Books needed all over the state for study club work should, however, be reported to the state agency in time for it to buy extra copies and circularize the local libraries.

## IF YOU HAVE NO STATE LIBRARY EXTENSION AGENCY

Work to establish one, calling on the American Library Association for information and help.

Local and county library service cannot be well developed all over the state without state leadership.

## IN EITHER CASE

Know the general condition of public and school libraries in the state.

Know how your state compares with others in library development.

## READ

Publications of your state library extension agency.

Publications of the Committee on Library Extension of the American Library Association, which recently made a survey of library conditions and needs all over the country. For this material write to the American Library Association, 86 Randolph St., Chicago, Illinois.

## Know Library Conditions in Your State

### STATE LEADERSHIP

Is there a state library extension agency to advise in library extension and development?

How organized? Who is secretary or librarian?

What is its state appropriation for a year? What is the income of the largest city library in the state?

Has it a field agent to visit a community on request? A travel fund to pay his expenses?

Are salaries adequate to secure and hold a strong staff? How does salary of head compare with that of librarian of largest city in the state?

What is its program for the library development of the state?

#### STATE BOOK SERVICE

Are books sent by the state library extension agency to individuals and groups without local public library service?

Can small libraries call on it for books not in their collections, needed by their readers?

How many volumes were sent out last year?

Can the state agency meet all requests and opportunities?

Is it advertising its service aggressively?

#### PUBLIC LIBRARIES

How many public libraries in the state?

How many are supported by public appropriation?

How many by clubs or other private enterprise?

How many are supported by the county?

How much was appropriated last year from public funds for all public libraries?

How much does this average for each person in the state?

How many public libraries received at least one dollar per inhabitant?

How many volumes were circulated last year by all the public libraries?

What does this circulation average for each person in the state?

#### WITH AND WITHOUT PUBLIC LIBRARY SERVICE

How many people in the state have public library service?

How many people are still without it?

What per cent of the total population?

What per cent of those without are rural people?

What counties have no public libraries within their boundaries?

What cities or villages over 2,500 are without public libraries?

#### LIBRARY LAWS

Has the state passed a law authorizing county libraries?

How are they established? By action of the county governing body? By popular vote?

Do the laws make local library establishment easy?

Do local and county laws provide for adequate support?

What provision do the state laws make for school libraries?

What requirements does the state department of education set for school libraries?

#### SCHOOL LIBRARIES

Is there a state school library supervisor in the department of education or state library extension agency?

What else is being done to encourage school library development?

How many high schools have organized libraries? How many have branches of city or county libraries?

What provision is made for reading matter in rural schools?

#### LIBRARIANS

How many public librarians have had a one year course (or more) in library school? How many school librarians?

How many public librarians have had a summer course in library methods? How many school librarians?

How many public librarians are college graduates? How many school librarians?

Are there any state requirements for librarians?



# POISE AND PERSONALITY

BY ANNA H. HAYES

## INTRODUCTION

**W**HILE the material offered under the above title is intended to be helpful to individual members who for one reason or another cannot attend regular group meetings—it will be more interesting and more effective if groups of ten or twelve will organize in study classes. Each class should be under the direction of a leader, chosen from the membership, whose duty it will be to study in advance, the lesson and suggested references.

In the organization of the class, we will assume that the members are people engaged in or interested in Parent-Teacher work, and we will try at once to impress upon them that the work is designed to be of use in the development of Parent-Teacher leaders, officers and prospective officers, as well as speakers.

The members of the class should provide themselves with note books and pencils, and the leader will explain the simple principles of note taking—separating the key note from the explanatory material.

Enroll the names on registration slips, consecutively numbered. Ask one member of the class to act as permanent secretary whose duty it shall be to keep the attendance record. No special equipment is required—other than a sincere desire to grow in stature, mentally and spiritually, and a spirit of kindliness and helpfulness, each for the other.

The lessons are based upon the principle that unsuspected power lies within every one of us and that stimulation directed through the interest and enthusiasm of the pupil will tend to produce self-mastery and overcome in a large degree, the self-consciousness and shyness which dwarf the ability of many willing parent-teacher workers.

## LESSON I

**M**ANY of us of the "lay" world, as the professionals are pleased to call it, find ourselves admiring and often envying people who are able to make an attractive, compelling appearance in public. We find ourselves envying, without taking steps to acquire the faculty which we so much admire, saying merely, that she "was born" to possess a personality attractive to others.

Personality is not a quality acquired at birth, nor by inheritance, but rather by training. Training early in life is an advantage, but lacking such advantage, there is no time so propitious as now, for achieving what poise we have need for.

Poise is defined as balance, but for the clarity of our argument, we shall speak of poise as the quality of personality which makes it possible for a man or a woman

to be at ease physically and mentally, easily adaptable to the surroundings, whether strange or familiar. And for poise, first of all, we shall seek.

Oxygen is necessary to physical life, and it is undoubtedly true that a revitalized blood stream stimulates clear thinking; hence we begin the course with a demonstration of certain exercises, designed to increase the carrying capacity of the lungs and to promote diaphragm or deep breathing. Most of us, women at least, have permitted our lungs to become "lazy," in that we use only the upper portion of that important organ. And most of us, nearly all of us, in fact, have permitted the muscles of the abdomen to become almost useless from lack of exercise. Proper physical functioning is necessary if we would realize 100-per cent efficiency in our

mental tasks. We must then realize to what a great extent air is valuable to proper physical functioning.

I know, only too well, that it is useless to prescribe a set of exercises to be taken as a dose, twice daily, because the busy wife and mother simply does not take time for systematic training; so the exercises offered are designed to fit into the daily program of any housewife, extending very little the time necessary for daily routine tasks.

Balance exercises are included because we believe that physical poise is essential to mental poise, and physical poise is an acquired grace, in these days of bad posture habits and excessively high heels.

We all realize the devastating effect of anger upon the nerves. Fear, grief, shock of any sort, in fact, any emotion, disturb the heart, the stomach and the lungs. It is not possible for us to separate mind and body, otherwise we would, for efficiency, carry our minds around in some convenient pocket where they could not be rendered less capable by the disturbances of our physical selves; and since we must continue to function as a unit, both physical and mental, it would be well to observe some of the simple rules for physical welfare.

*Simple breathing exercise* to be used in class: Extend arms, rising on toes to inhale, slowing dropping the body back in position on exhale. Leader counting for uniformity. Be sure that windows are open during all exercise.

Running around the room on tip-toe, slowly at first, increasing the speed as possible.

Balance on right foot, swinging left foot pendulum wise, with knee stiff; same with left foot.

Balance on right toes, describing small circle with left foot; same with left toes.

*Home exercise for poise*, and to tighten the muscles of the abdomen.

Stand on one foot, keeping the balance unaided, to dress or undress the other foot. Do this as many times each day as shoes or hose are changed. This exercise will be found easier to do if the eyes are fixed upon an object straight in front, on a level with the line of vision; which reminds us that

we are likely to accomplish more in this work for the Congress of Parents and Teachers if we keep our eyes fixed upon our objective, straight ahead, however far in the distance.

*The hairpin exercise* is practical as a time saver—for those with unshorn tresses. Whenever the pins are to be removed from the hair, place them on the floor in front of you, one at a time, keeping the knees stiff and the feet quite close together. Pick them up again, one by one, replacing half of them on the dresser, twisting the body to the right; turn and pick up the rest of the pins, twisting the body to the left. This may be used in class. Any small article may take the place of pins.

*The dusting exercise* serves much the same purpose, tightening the muscles of the lower abdomen. Without bending the knees, or changing the foot position more often than necessary, stoop to dust low articles, base boards, chair rungs, etc., consciously holding the abdomen contracted.

*The stair hop.* Mount the stairs, both feet at once; place the fingers on the second step above the feet and hop up one step with both feet; place the fingers on the next step following with another hop, etc., until the top is reached.

*Telephone exercise.* If your telephone is near a stand or table, place both elbows on the table and use the time while conversing by going through the movements of Dr. Crampton's "Cat and Camel Exercises" (CHILD WELFARE MAGAZINE, page 8, September, 1924); alternately humping and curving the back and twisting from side to side, at the hips, in vigorous contortions.

One mother expressed a doubt as to the advisability of standing to make a change of hose and shoes, believing that the time might better be spent sitting down "resting." While the feet may need to be relieved of the weight of the body, the body needs still more, in most cases, to receive the rejuvenation resulting from the forced expulsion of air from the lower lung cavity, and the awakening of muscles otherwise seldom used.

The interest of a class in public speaking is not likely to hold over until the second

lesson if too much attention is directed to things physical, but the correlation of physical and mental fitness is so necessary to poise that members should be encouraged to practice some part of the prescribed exercise daily. Robust, vigorous health is not a part of the equipment of each member of any class assembled from the housewife-mother-teacher group, but we have, each of us, within our power to utilize to the best possible advantage every particle of vitality which we do possess and to develop to its utmost the capacity for health which is our heritage.

We have as our objective to be able to "put across" this message of Parent-Teacher doctrine to listeners—who may be

uninterested, uninformed or indifferent, and second only to a knowledge of the subject at hand is the radiance of a clean, rightly functioning physical being. (*Posture*, by Lenna L. Meanes, M.D., CHILD WELFARE MAGAZINE, Dec. 1926.)

*Discussion of subject matter* should follow the demonstration of exercises and the lecture by the leader. Members of the class should suggest the nature of questions which they might be called upon to answer in a Parent-Teacher Association meeting. (Read *Needs of the Parent-Teacher Movement*, by M. W. Reeve, October, November and January, 1926-1927. *The Seven-Fold Program of Home and School*, by M. W. Reeve, July, 1927.)

## Outline of the Course

### LESSON I

Enrollment. Function of Class.

a. To dispense information wherever needed.

b. To acquire capacity for leadership.

Necessity for poise in public appearance.

Relation of mental and physical poise, correct breathing, reasons, demonstration; exercise to gain physical poise; unity of mind and body.

Overcoming fear and shyness.

Relation of mental and physical fitness.

Subject matter to be considered.

### LESSON II

Review of points in first lesson. Exercise.

Buoyancy.

Breathing for buoyancy.

Buoyancy of body—of spirit.

Relation of buoyancy of body and spirit to poise; of depression to poise.

Appearance.

Dress, habits (Hands, hair, accessories).

Effect of careless dressing—overdressing.

Entering platform. Sitting down; position; outward appearance.

Sitting position.

Cumulative depression.

Sitting for buoyancy.

Rising and approaching audience.

Standing—demonstration of position of feet.

Ease and freedom of body; relation to freedom of thought.

### LESSON III

Introductions. Salutations.

Opening paragraph.

Approach of subject.

Development of subject. Conclusion.

Class demonstration of former lessons.

One minute talk by members of class; "Problems of P.-T. A."

For following lesson, ask for preparation of model salutations, opening paragraphs.

### LESSON IV

Exercise.

Voice: Placement; Manner of speaking, rate, pronunciation; Flexibility.

Exercise for flexibility, selections.

Breath control.

Exercise. Vowel demonstration.

Relaxation.

Physical position, head and neck.

Paragraphs prepared by class reviewed.

Complete outline on any P.-T. A. subject as requirement for next lesson.

### LESSON V

Review and demonstration of former lessons by class.

Prepared addresses.

Use of quotations.

Thoughts—use of words.

Unprepared addresses—Five minutes on topics given out by leader.

Five minute drill using National Congress leaflets, each member participating.

Practice in presiding—salutations.

Outlines criticised.

### LESSON VI

Sources of information.

Use of quotations, ethics.

Variety of expression.

Emergency phrases, anecdotes.

Compile bibliography. Use material furnished by class in former lessons.

Sources of inspiration. Overcoming fear. Drill on stumbling blocks.

### LESSON VII

Model addresses.

Reasons for P.-T. A.

Specific projects.

History, aims and purposes.

Study Circle Subjects.

Organization, mechanics, presiding.

Committee work, function of committees.

The National Vision.

# The Book Page

BY WINNIFRED KING RUGG



CONTEMPLATION of the books for young people that arrive with the approach of Children's Book Week arouses wonder that there can be so many of them and so many that are good. There is some wonder, too, that publishers have in certain cases cared to spend money on books that are not good, being neither suitable nor well executed. On the whole, however, there is more and more intelligence shown in the choice of subjects and the quality of writing for children, and above all, a conspicuous improvement in the format of such books. In our small space there is not room to review even a small proportion of these in detail. The best we can do is to classify some of them roughly and add a few scant bits of information about their content.

## Fiction

For the Very Young: *The Treasury of Tales for Little Folks*, selected by Marjory Bruce (New York: T. Y. Crowell. \$3). This is a large volume adorned with eight full-page color plates and 100 line drawings by Honor C. Appleton and Nora Fay. The type is large and the language simple. Some of the stories are familiar old friends, others are little known. There are fairy tales and stories of adventure gleaned from the Orient, Northern Europe and our own English folk-lore.

*The Popover Family*, by Ethel Calvert Phillips (Boston: Houghton Mifflin Co. \$1.75). This a prettily illustrated little book written in an imaginative vein about Mr. Popover who was a clothespin, Mrs. Popover who was a China doll and their children, Velvetina and Looloo. The author has been a kindergarten teacher and ought to know the kind of story that little children like.

For Those a Very Little Older: *The Magic Pawnshop*, by Rachel Field, illustrated by Elizabeth MacKinstry (New York: E. P. Dutton & Co. \$2). The combination of Miss Field and Miss MacKinstry is irresistible. It is an account of the night that nine-year-old Prinda spent in Miss Minerva MacLoon's pawnshop, where everything was bought and sold, including magic. One grown-up likes the story so much that she has wondered a little if it might not be above the heads of children, but she has finally come to the conclusion that even if they fail to get all the subtleties the book is far too good for them to miss.

For Those Who Are Really Older: *Sewing Susie*, by Elsie Singmaster (Boston: Houghton, Mifflin Co. \$1.50). This is a story for girls about Gettysburg at the time of the Civil War. The heroine is a girl of 14, the hero is "Sewing Susie," a patriotic boy who makes shirts for the soldiers, to the disgust of the heroine. Miss Singmaster brings to the writing of books for boys and girls a sound knowledge of what they like and a more distinguished style than is usually devoted to juvenile fiction.

*John Holmes at Annapolis*, by Vincent H. Godfrey, Lt.-Com. U. S. N. (Boston: Houghton, Mifflin Co. \$1.75). This story for boys is a picture of life at Annapolis told by a naval officer who himself spent four years at the Academy. Lieut.-Commander Godfrey not only "knows his stuff," as the boys who read the book will say, but he writes with vigor and gleams of fun.

*Gay Neck, the Story of a Pigeon*, by Dhan Gopal Mukerji (New York: E. P. Dutton. \$2). Dr. Mukerji has combined in this nature story an account of the life of a well-to-do lad of India, much practical information about the training of carrier pigeons, and some thrilling episodes in the Great War, together with a pro-



nounced moral lesson. American boys are not used to having the precepts that are embodied in their stories so strongly emphasized but they may swallow the precepts for the sake of the strange and interesting tale. The descriptive passages are beautiful. The thesis is "the curing of fear and hate."

*The Trade Wind*, by Cornelia Meigs (Boston: Little, Brown & Co. \$2.). This handsomely printed and illustrated volume contains the new Beacon Hill Bookshelf Prize Story, a tale of adventure on the sea in the days just before the Revolution. It is a little slow in getting under way, but when it is once started David Dennison, the eighteen-year-old hero, supplies plenty of excitement as he sails from Massachusetts Bay to the Indies, to Africa, the Mediterranean and the Baltic, and thence home. Miss Meigs is the great-great-granddaughter of Commodore John Rodgers, once commander of the old frigate *Constitution*. The tradition of the sea is in her blood, and she has written a sea-story worthy of a permanent place in the library of any boy or girl.

## Non-Fiction

*Deric with the Indians*, by Deric Nusbäum (New York: G. P. Putnam's Sons). This is fourteen-year-old Deric's account of his experiences with Indian friends in Arizona and New Mexico. He has had an unusual opportunity to explore ancient ruins and attend Indian ceremonials, and he has described them in a jolly, boyish way. Young people will be especially pleased with the map which shows Deric's trail.

*Bob North Starts Exploring*, by Robert Carver North (New York: G. P. Putnam's Sons). Bob is still another of the boy author-explorers, even younger than Deric, for he is only eleven. He went with his father up into the unmapped wilderness of North Ontario, traveling by foot, by sled and by canoe. This is Bob's own journal, though one cannot help feeling that perhaps father helped a little in polishing it off. Whether he did or not, the book has the merit of being written from a boy's actual experience and a boy's point of view.

## Bibliography for The Nutrition of the School Child

(See pp. 123-126)

"*Our Hot Lunches and Their Results*," by Clarence C. Byrd.—October, 1926, number of CHILD WELFARE MAGAZINE.

"*Diet for the School Child*," No. 2 of Health Education Series of Bureau of Education. Short, practical, easy to understand. A few sample menus given.

"*The Lunch Hour at School*," No. 7 of Health Education Series of Bureau of Education. How to organize a hot school lunch, with particular reference to the rural school.

"*School Lunches*," Farmers' Bulletin No. 712 of U. S. Department of Agriculture.

Order above three from Superintendent of Documents, Government Printing Office, Washington, D. C. Each five cents.

"*What is Malnutrition?*" Bulletin No. 29, U. S. Children's Bureau, Washington, D. C. Free. — Summary of extent and causes of malnutrition.

"*The Tired Child*," By Max Scham, M.D., and Greta Scham, Ph.D.—J. B. Lippincott Company, Philadelphia. \$2.00.

"*Health Trends in Secondary Education*." American Child Health Association, 370 Seventh Avenue, New York. \$1.00. Prevailing usage in and standards for the school lunch in secondary schools, discussed in chapter on Home Economics.

"*Health and Nutrition Chart*," Philadelphia Child Health Society, 311 S. Juniper Street, Philadelphia, Pa. 25 cents. Shows all the different factors contributing to good nutrition.

"*Signs of Health in Childhood—A Picture of the Optimal Child*," by Hugh Chaplin, M.D., and Edward Strecker, M.D. American Child Health Association, New York. 25 cents.

## EDITORIAL

NOTHING could be lovelier than New England roads, and the loveliest thing about them is their curves. The sign "Eleven bad curves ahead in the next half mile" means eleven exquisite surprises in the next half mile. Something delightful just ahead is no less true of Maine roads than our own lives. Happily enough we cannot see far for the bends in the road, but of this we may be sure, there will always be something lovely when we round the curve.

The widely heralded Dempsey-Tunney fight is now a matter of history, tho the added page cannot be said to have added dignity to our record. In such a fight they say "the best man wins," but just what do we mean by the best man?

An interesting point as to the right of free speech in public school buildings paid for by general tax is being raised again in New York by the Civil Liberties Union. The question hinges apparently upon what is or is not a "controversial subject." To some people this means bolshevism or fascism, to some, religious issues, to some even the subject of taxes and representation. It is a nice question and harks back to the early days of America with the Town Hall, open to all kinds of open discussion.

November is the great football month. The college games attract vast crowds of onlookers and never lack acclaim. But more important, perhaps, to parents, are the weekly inter-High School games on Saturday afternoons. Here fathers and mothers may get very close to the hearts of their children by their interest and enthusiasm; one doesn't even need to know the game, for it offers an unusual opportunity for the younger members of the family to teach the elders something, a wholesome thing for both. Let's sign up for the whole series!

In a fashionable resort this summer a delightful and elegant dinner party was given to a large group of boys and girls from fifteen to eighteen years. After dinner the host, a man of experience and of standing, at least in the financial world, invited the boys into another room for cocktails, after which a strong alcoholic punch was served in great quantities during the dancing. And the next morning the chauffeurs in town were gossiping over the number and names of the boys who spent the night in the local jail for speeding and reckless driving. The question is, what, socially, should be the punishment of the host who so mistreated his guests? Should the sons and daughters of his friends be allowed to visit his house?

M. L. L.

The National Congress of Parents and Teachers has received the suggestion that its units might be called upon to supply clothing for the children in the flooded Mississippi valley. In order to avoid possible duplication or interference with plans already carefully made, the Red Cross was consulted as to the desirability of such an undertaking. We are informed that supplies are being received and clothing is being shipped out at the rate of a carload a day. Our best contribution, therefore, would be our unanimous and generous response to the Red Cross Roll Call which begins on Armistice Day, so that throughout the coming winter there may be ample funds for the operation of the system of relief now splendidly organized by "The Greatest Mother in the World."

M. W. R.

The Round Table this month is omitted to make room for Mr. Killius' stimulating article on High School Associations. See page 108.

M. W. R.



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## Study Program I

*This is the third of a series of outlines based on*

PARENTHOOD AND THE NEWER PSYCHOLOGY

BY FRANK HOWARD RICHARDSON, M.D.

### CHAPTER V—THE MOST POTENT INFLUENCE IN CHILD CULTURE—IMITATION

"Man is an imitative creature, and whoever is foremost leads the herd."—Schiller.

"It is by imitation, far more than by precept, that we learn everything; and what we learn thus, we acquire not only more effectually, but more pleasantly. This forms our manners, our opinions, our lives."—Burke.

"Precepts are useful, but practice and imitation go far beyond them. Hence the importance of watching early habits that they may be free from what is objectionable."—Knighton.

*Project—Home Work.* Note for one week, instances of imitation on the part of your children. Do they imitate you? Do the younger ones imitate the older ones? Do the boy scouts imitate the scout leader? How can you turn this influence of imitation to good advantage? Report your findings to class.

#### QUESTIONS

1. In your experience with children, do you find that they imitate good traits more quickly than they do bad traits? Discuss. See pages 62-63.

2. We have learned in our study that our conscious mind is ruled largely by reason, the unconscious, by emotion. What does the author mean by "emotion, the motivator of the unconscious?" See page 63.

3. In times of conflict between parent and child, how does "emotion, the motivator of the unconscious," help to stamp the acts of the parent upon the child's mind? See page 63.

4. Some of us are constantly telling our children what to do. This advice is referred to as "precept." Yet authorities tell us that example is greater than precept. Discuss ways and means by which parents can preach less and give more attention to their actions as an influence in child training. See page 64.

5. What does Emerson mean by the question, "How can I hear what you *say* when what you *are* keeps thundering in my ears?" See page 64.

6. It is the children's imitating us, rather than our sage counsel, that is responsible for results. Can you give other examples beside the one mentioned in the text which go to prove this statement? See page 64-65.

7. We hear much discussion over the relative importance of heredity and environment. When the child arrives, his heredity has been determined but we have control of his environment. Give the author's discussion. See pages 66-67.

8. At an early age, the child without conscious effort stores up parental tricks and habits in the unconscious mind to be reproduced months and even years later. He thus imitates his parents rather than inherits the tendency. Discuss this statement. See pages 66-67.

9. "Identification is an unconscious process in which the attitudes of another are taken over and reacted to as if they were one's own." (From "The Inner World of Childhood," by Frances G. Wickes, page 11.) What do we mean by saying that the child identifies himself with his parent? See pages 68-70.

10. A child loves to hear a fairy story over and over again, for he "identifies" himself with the leading character. He is the fairy prince or the noble knight doing strange deeds. What are the advantages and disadvantages of this fancy?

11. When a boy becomes a member of a gang, his every thought is to work in harmony with the members of the group. Their opinions, their acts are his opinions and acts. He becomes an important part



of the group, so much so that we say he "identifies" himself with his gang. The selection of the gang is the important thing. How may we as parents guide the boy's selection? See pages 71-72.

12. Why has the Boy Scout movement met with so great a success? See pages 72-73. Why is a fine scout master necessary? See pages 73-74.

#### SUPPLEMENTARY

*The Problems of Childhood*, by Angelo Patri.

KNOW YOURSELF. Page 139

To be read aloud in class. A sketch on the force of imitation. Have you not found that child training is equally parent training?

LEADERSHIP. Page 13

To be read in class. An example of how a group or gang became an educative force in the school.

#### REFERENCES

##### IMITATION

The Children's Foundation, Valparaiso, Indiana. *The Child: His Nature and His Needs*. See pages 111-113. Price, \$1.00.

Birney, Mrs. Theodore W. *Childhood*.

See Introduction. Office of National Congress of Parents and Teachers. \$1.00.

Groves and Groves. *Wholesome Childhood*. See pages 59-62; 65-67. Houghton, Mifflin Co., New York. \$1.75.

Pierce, Frederick. *Understanding Our Children*. See pages 69; 92. E. P. Dutton & Co., New York. \$2.00.

##### IDENTIFICATION

Groves, Ernest R. *Personality and Social Adjustment*. See page 241. Longmans, Green & Co., New York. \$1.40.

Pierce, Frederick. *Understanding Our Children*. See page 69.

Wickes, Frances G. *The Inner World of Childhood*. See page 11. Appleton & Co., New York. \$3.00.

##### THE GANG

*The Child: His Nature and His Needs*. See pages 109-110; 117-119; 126.

Cabot, Ella Lyman. *Seven Ages of Childhood*. See *The Age of the Gang*. Pages 189-222. Houghton, Mifflin Co., New York. \$2.75.

Groves and Groves. *Wholesome Childhood*. See pages 163-164.

Gale, R. J. *Elements of Child Training*. See pages 194-198. Henry Holt & Company, New York.

## Study Program II

*This is the third of a series of outlines based on*

THE TRAINING OF CHILDREN IN THE CHRISTIAN FAMILY

BY LUTHER ALLAN WEIGLE

#### CHAPTER IV—BUILDING STRONG BODIES

"Joy and temperance and repose, slam the door on the doctor's nose."—*Longfellow*.

##### HEALTH

1. Health brings happiness; health begets efficiency; health promotes goodness. Give the author's or your own viewpoint in regard to these statements. See pages 50-51.

##### HOW CHILDREN GROW

1. During what period is the growth of

the child most rapid? When is growth retarded? See page 52.

2. To what extent do boys and girls differ in their rate of growth? See page 52.

3. What is the relation between physical and mental growth? See pages 52-53.

4. What effect does extreme poverty have upon the growth of children? See page 53.

5. If a child has been retarded in his growth in early years, is he apt to make up for it later? See page 54.

6. In his growth, each child is a law unto himself. Discuss. See page 54. Also see Angelo Patri's "Problems of Childhood." Page 75.

The needs of the growing child are: nourishing food, happy exercise, pure air, sufficient sleep.

#### FOOD

1. Define malnutrition.

(See Richardson's "Rebuilding the Child—A Study in Malnutrition.")

2. Name some of the causes of malnutrition. See page 55.

3. Why should not a weight-height-age table be taken as an absolute guide for your child? See table page 64-65. Why is it advisable to check up by such a table?

NOTE—Each mother should check up on the weight of her child by table on pages 64-65, remembering, however, that "a child is normal to himself and he may or may not be up to standard tables."

4. Name the three great classes of foods. Why do we need each kind? Why is milk a sufficient food for the baby? See page 57.

5. Plan model meals for one day for a child of 6 years; of 14 years. Send for "Food for Young Children"—Farmers' Bulletin No. 717, U. S. Department of Agriculture, Washington, D. C.

6. How have you trained your children in habits of right eating? See page 58.

#### EXERCISE

1. The body grows through assimilation of food, but it is developed through exercise. Has your child room for sufficient exercise at home? Is your school play ground large enough for the children—if not, what can you do as a group, to remedy this situation? See page 59.

#### AIR

1. Why does a child take cold more easily when he does not have sufficient fresh air? See page 60.

2. Tell of the advantage of fresh air during exercise. See page 60.

#### SLEEP

1. Does your child get sufficient sleep? Authorities differ on the amount of sleep

children of different ages should have. See page 61.

(See also "Training the Toddler," by Elizabeth Cleveland, page 53, and "The Tired Child" by Seham and Seham, page 281. Send for Health Education Poster No. 5 on "Sleep" for your child's room. Superintendent of Documents, Government Printing Office, Washington, D. C.)

#### PREVENTIVE MEDICINE

1. What do you do to prevent your child from becoming ill? What do your school and community do? What service do you have from free public clinics? See page 62.

(This question should be investigated and answered in full, for we should know of the help we may obtain free or at small cost.)

#### ENLISTING INTEREST OF CHILDREN

1. How have you gotten your children interested in building strong bodies for themselves? See pages 63, 66.

(Send for free leaflet "How to Live Long," by Irving Fisher, put out by the Metropolitan Life Insurance Co., N. Y. "Child Health Alphabet" mentioned on page 66 of text is also distributed by this company.)

See Questions for Investigation and Discussion, page 67.

See the Study Circle—Study Program III, this issue.

#### SUPPLEMENTARY

*The Problems of Childhood*, by Angelo Patri.

LIKE UNTO HIS FATHER. See page 75

To be read in class. What does this sketch teach us in regard to a standard weight-height-age table for children?

A GOOD SHOUT. See page 83

To be read in class. A little dissertation on fresh air and exercise.

#### REFERENCES

Birney, Mrs. Theodore W.—*Childhood*. Chapter IV, Fresh Air and Good Respiration.

Richardson, Frank Howard—*Rebuilding the Child; Faulty Food Habits*. Pages 46-71. Exercise, page 36.

Seham, Max, and Seham, Greta—*The Tired Child* Lippincott, Philadelphia. Health Habits, pages 244-265. The Importance of Food, pages 265-276. Rest

and Sleep, pages 276-283. Play and Recreation, pages 283-295.

Walsh and Foote—Safeguarding Children's Nerves. Lippincott, Philadelphia. Vital foods and the Nervous System, pages 77-93.

Pamphlets, U. S.: Better Teeth, James R. Rogers, M.D. Department of the Interior, Bureau of Education, Washington, D. C. One copy free. Food for Young Children, Farmers' Bulletin No. 717, Department of Agriculture, Washington, D.

C. Free. Is Your Child Ready for School? James R. Rogers, M.D., Department of the Interior, Bureau of Education, Washington, D.C. One copy free.

Metropolitan Life Insurance Pamphlets issued free, N. Y.: How to Live Long; Child Health Alphabet.

Poster "Sleep," Health Education Poster, No. 5. Superintendent of Documents, Government Printing Office, Washington, D. C. Price five cents.

## Study Program III

*This is the second of a series of outlines based on*

TRAINING THE TODDLER

BY ELIZABETH CLEVELAND

### PART II—STANDARDS FOR PHYSICAL DEVELOPMENT

"He who has health has hope, and he who has hope has everything."—Arabian Proverb.

#### REGULARITY

1. Consider in group discussion how, in the home, you and your children can attain greater regularity. What are your handicaps? How may these be lessened or overcome? See pages 25-26.

#### FOOD

1. Plan a model meal for the day for the toddler. When should the toddler have his heavy meal? See pages 37-38.

(See Farmers' Bulletin, No. 717—Food for Young Children.)

2. What is the advantage of proper food at proper and regular times? See page 37.

3. How does the child come to enjoy wholesome food?

4. What is the danger when the mother coaxes the child to eat? See pages 38-41.

5. What is the advantage of variety in foods? See pages 41-42. Name three classes of foods and give the use of each.

Why should foods containing vitamins be included in the child's diet? See page 42.

6. Name ways of helping the child to overcome dislikes for certain foods. Give author's discussion. See pages 44-49.

#### CLOTHING

1. A child's clothing should be for comfort and convenience, not care and annoyance; easy for the child to put on; suitable to the season; free from pressure or irritation; not for display only. Discuss each topic. See pages 44-49.

#### HOUSING

1. Why do we find it best for the child to have his own bed? See pages 49-50.

#### FRESH AIR

1. Tell of the importance of fresh air by day and by night. See page 50.

#### BATHS

1. In taking his bath, why does a small child sometimes develop a fear of the water? How may this fear be overcome?

#### SLEEP

1. How do you manage to have a regular time for the nap and bedtime of your toddler? See pages 51-53.

2. How many hours should the child of two, of four, and of six years sleep? See page 53.

(See also "The Training of Children in the Christian Family" by Dr. Weigle, page 61, and "The Tired Child" by Seham and Seham, page 281. Send for Health Education Poster No. 5 on Sleep. Superintendent of Documents, Government Printing Office, Washington, D. C. One copy free.)

#### EXERCISE

1. How do you arrange for the exercise of the toddler? See pages 53-54.

#### Joy

1. Why is a happy mental attitude conducive to good health? See pages 54-55.

SEE TEST EXERCISES. Pages 55-56

See Study Program II, this issue.

#### SUPPLEMENTARY

*The Problems of Childhood*, by Angelo Patri.

BLUE RIBBONERS. See page 47

To be read in class. Keep your toddler a blue ribboner!

GETTING READY FOR SCHOOL. See page 67

To be read in class. When your child is ready to start to school remember the Summer Round-Up conducted by the National Congress of Parents and Teachers.

UNDERCLOTHES. See page 57

To be read in class. In keeping with Elizabeth Cleveland's idea of well-fitting garments.

#### REFERENCES

Birney, Mrs. Theodore W.—*Childhood*. Chapter IV, Fresh Air and Good Respiration.

Richardson, Frank Howard—*Rebuilding the Child; Faulty Food Habits*. Pages 46-71. Exercise, page 36.

Seham, Max, and Seham, Greta—*The Tired Child; Health Habits*. Pages 244-265. The Importance of Food, pages 265-276. Rest and Sleep, pages 276-283. Play and Recreation, pages 283-295.

Walsh and Foote—*Safeguarding Children's Nerves; Vital Foods and the Nervous System*, pages 77-93.

Weigle, Dr. Luther Allan—*The Training of Children in the Christian Family*. Chapter IV, Building Strong Bodies.

U. S. pamphlets obtainable at Washington, D. C.: *Better Teeth*, and *Is Your Child Ready for School*, by James R. Rogers, M.D., Department of the Interior, Bureau of Education. *Food for Young Children's Farmers' Bulletin No. 717*, Department of Agriculture, Free. *Child Care—The Pre-school Age*, by Mrs. Max West, Department of Labor, Children's Bureau. One copy free. Poster, *Health Education*, Poster No. 5, Sleep. Superintendent of Documents, Government Printing Office.

Metropolitan Life Insurance Co., N. Y. Free Pamphlets—*How to Live Long; Child Health Alphabet*.



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# National Office Notes

BY FLORENCE V. WATKINS

National Executive Secretary

Members sending to the National Office for Motion Picture Booklets—price fifteen cents each—will receive the latest supplementary list of films which is only available in connection with the purchase of the booklet.

Orders for the revised edition of the National by-laws, 1927, can now be promptly filled. Reprints of "History, Objects, and Program of Service," "Reasons," and local "Order Blanks" are also ready for distribution.

We now have a leaflet "How to Organize a Congress Unit," to fill a long-felt need in the states. Those who are about to organize can learn how to form a Congress unit, and then, when the dues are received they will be entitled to a handbook giving instructions for the continuance of the work. The last page of the leaflet tells local groups whose members are not in membership with the state and national Congress, just how to join. The leaflet will, therefore, not only be useful to the states for organization purposes, but also to bring into membership those "free lance" groups now missing the inspiration and help which the state and national have to give.

The "Proceedings of the Thirty-first Convention of the National Congress of Parents and Teachers" were ready for distribution this year on September 17. The vast fund of material in the volume is thus available for the use of the state and local workers at the beginning of the school year. Those who are planning programs will welcome this volume. The price is \$1.00 per copy. Anyone desiring to secure the 1927 and 1926 "Proceedings" can have them by sending \$1.75, or may purchase the 1927, 1926 and 1925 issues for \$2.50. This is a special offer for a short time. As there are some 20,000 local units in the United States and only a thousand copies of the 1927 issue, it is apparent that the supply will not last long.

The executive secretary must have been more troubled by the Sharkey-Dempsey fight radio that she realized, when writing the September Office Notes, for she did not give New Jersey due credit for the number of students from that state who took the course on "The Educational Aspects of the Parent-Teacher Movement" at Columbia during the summer session of 1927. Where the statement was made that Alabama and Pennsylvania tied for third place in the number of students taking the course, it should have read that Alabama, New Jersey and Pennsylvania tied for third place, as each state had five students registered. Because of the very unusual conditions under which the writer was struggling, perhaps New Jersey will forgive the omission.

Parent-Teacher Association members who have radios in their homes will be interested to

learn that the Missouri Congress of Parents and Teachers will conduct two radio schools this fall. One will be a regular "Parent-Teacher Association" School, stressing and following the six departments of work. The talks will be given from 6.30 to 7.30 P. M., on October 28, November 4, 11, 18 and 25, and December 2. The other will be a radio school for high school debates. These talks will be given Tuesdays at 7.15 P. M. on October 25 and November 1, 8, 15, 22 and 29. Listen in, radio fans, and see how Missouri does her work.

The Tacoma Council of Parent-Teacher Associations showed a delightful courtesy to the delegates to the National Education Association convention in Seattle, in July, 1927. On Friday evening of the convention week, 500 delegates enjoyed a boat ride on the Sound and visited Point Defiance Park. Here the Tacoma Council of Parent-Teacher Associations served a bounteous, home-cooked dinner. Some one may say, "But how could they serve such a crowd?" This was done by the simple device of some wise person. The 500 delegates were divided into as many groups as there were Parent-Teacher Associations in the city. Each group was assigned to an association, which was given the menu to be served, and presto! each association had to plan for only as many as it could conveniently handle. The visitor who reported the event said he had never seen a large crowd served with so little trouble and so little confusion as this one, and Mr. Joy E. Morgan added his word of praise.

The first Sunday evening after the opening of the summer session at Columbia, Horace Mann Auditorium was crowded with students who listened most attentively to an address by Professor Montague on the topic, "What is Happening to the Family—Are Our Morals Changing?" Professor Montague discussed matters in a most clear and direct fashion, and the hundreds of young men and women who listened were apparently greatly impressed.

In the September issue of *Scouting* appeared a short and interesting article on "Co-operation of Parents." Here it is:

"One of the finest suggestions yet offered in the effort being made to have parents insist upon their sons putting into practice the Scout Oath and Law, was that by Mr. Emerson.

"No boy can enter Mr. Emerson's Troop unless at least one of his parents attends the

meeting when the boy takes the oath and is presented with his badge. The Oath and Law are explained in detail, and the parent promises to see that the new Scout puts them into practice in his daily home life. If for any reason the parents cannot attend this meeting, the members of the Troop visit the candidate's home, where the ceremony takes place.

"Every parent has his problems in the home life of the boys, and surely nobody is more interested in the boy than they. Regardless of this, parents of Scouts fail to keep themselves informed on what the Scout Oath and Law stand for and do not avail themselves of this fine opportunity of having just a bit better supervision of home activities."

This month in Rome, Italy, is being held the "Fourth International Congress of Domestic Economy," under the patronage of Her Majesty Queen Helena and the Honorable Presidency of His Excellency Benito Mussolini, according to an announcement which has reached the National Office.

The first International Congress for the Teaching of Domestic Science was held at Fribourg, Switzerland, in 1908, with over 600 members attending from Great Britain, Belgium, the United States of America, France, Austria, Prussia, Italy, Russia and Sweden.

"That work of so much importance should not fail to produce results, the Congress decided to establish a bureau of International Instruction in Domestic Economy, which was to serve as a rallying-point or bond between the participants, and as a centre for the collection of documents relative to the teaching of domestic economy in the various countries; to form an international library of publications bearing upon the subject, and upon its correlative subjects; to promote the study of questions suited to the program of Congresses; to assemble International Congresses for the teaching of Domestic Economy and to second the work of the committees of organization for such Congresses."

Of special interest to parent-teacher workers is this paragraph from the announcement of the Congress:

"Everybody understands the importance of preparing young girls for their future tasks as mothers and homemakers, when it is considered that women have in their hands sixty per cent of the revenues of the entire world to administer for the nourishment of their families, their clothing and the up-keep of their homes. It is also the woman who exercises the chief influence in the education of children. Frequently she herself contributes to the increase of domestic budget. No Congresses are more important from the social and economic standpoint."

For those who are interested in studying the rapid development of parenthood education, another publication of the Bureau of Education Bulletin (1927) No. 17, will be of value. It is called "Typical Child Care and Parent-

hood Education in Home Economics Departments," and is prepared by Emeline S. Whitcomb, specialist in Home Economics. The booklet contains 62 pages and may be secured from the Superintendent of Documents, Government Printing Office, Washington, D. C., for 20 cents per copy. (Do not send stamps.) The chapters treat of child care and training in elementary, junior and senior high schools; child care and parenthood education offered in the home economics departments of general and vocational high schools and in higher educational institutions. The volume is profusely illustrated.

Is your Parent-Teacher Association doing all it should for the foreign born living in your town? Are you helping them in a way that is interesting to them and to you? Have you seen Emily Gibson's "English Class Plays for New Americans?" The price is \$1.25 and the volume is issued by the Woman's Press, 600 Lexington Avenue, New York City. Miss Gibson dramatizes simple incidents in the life of the foreign born and uses the play as a means of teaching simple English which these people need to know. The book would be useful to organizations or teachers.

If you are needing library publicity write the American Library Association, 86 E. Randolph Street, Chicago, Illinois, for their clip sheet for newspapers and magazines entitled "Why We Need a Public Library." This will give you much material for "fillers" for daily and weekly papers in campaigns for the establishment and development of local and county public libraries.

The mimeographed material prepared by the Playground and Recreation Association of America, 315 Fourth Avenue, New York, is so interesting and helpful for parents that one cannot resist telling about it "every once in so often." Here are some new ones: Bulletin No. 1676 describes shuffle board and gives rules for the game; Bulletin No. 1677 gives athletic programs, while No. 1678 treats of playgrounds and safety.

Another announcement says that a number of interesting traditional games for little children have been compiled by a member of the staff under the title "Traditional Games for Little Children." This Bulletin sells for 10 cents. Pre-school parents will surely be interested in this.

Rural parent-teacher workers might find helpful material in a 118-page publication of the Children's Bureau, Department of the Interior, Washington, D. C., "Rural Children in selected counties of North Carolina." In the description of how the study was made, the findings of the survey, and the conclusions drawn, one would get many helpful suggestions for carrying on other kinds of survey work. The last 17 pages are devoted to a discussion of "The State and Its Relation to Child-Welfare" which is most interesting as showing what one state is doing for its children.

## Go to the Head of Your Class!

**I**N ORDER to equalize competition and thus make it possible for states with small memberships to strive for recognition which might otherwise seem entirely out of reach, we are going to divide the BRANCHES into THREE CLASSES, according to membership, as follows:

CLASS A States having over 30,000 members	CLASS B States having between 10,000 and 30,000 members	CLASS C States having less than 10,000 members
1 California	1 Indiana	1 Connecticut
2 Illinois	2 Tennessee	2 Delaware
3 Ohio	3 Minnesota	3 Virginia
4 Michigan	4 Wisconsin	4 District of Columbia
5 Missouri	5 Kentucky	5 South Dakota
6 New York	6 Kansas	6 Arkansas
7 Texas	7 North Dakota	7 Rhode Island
8 Pennsylvania	8 Oregon	8 Maryland
9 Iowa	9 North Carolina	9 Vermont
10 New Jersey	10 Nebraska	10 West Virginia
11 Colorado	11 Alabama	11 South Carolina
12 Washington	12 Massachusetts	12 Arizona
13 Georgia	13 Florida	13 Idaho
	14 Oklahoma	14 Montana
	15 Mississippi	15 Maine
		16 New Hampshire
		17 Louisiana
		18 Wyoming
		19 New Mexico
		20 Hawaii
		21 Utah

{ Above states are ranked according to number  
of members as of April 14, 1927 }

**H**EREAFTER, instead of publishing the "FIRST TEN" each month, we shall list all of the states according to circulation standing in their particular CLASS. Look for this new and interesting tabulation in the December issue. Also we shall award

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